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ABSTRACT

This project explores a number of external degree models that could be offered to non-credentialed persons who are providing (or who want to provide) human services to older persons in New York State. Although the project was carried out in New York, the models could be applied in other settings as well. The initial motivation for the project had two elements: first, that these non-credentialed service workers could improve their present and future job status by acquiring an academic credential; and second, that the knowledge acquired through the credentialling process would improve the quality of services to older persons. Essentially, there are three different models of external degree achievement that can be adapted with emphasis on gerontology: the instructional model, the contractual model and the testing model. A variety of educational institutions in New York State have had extensive experience with delivering each of the three models. In addition, educational resources are available throughout the state to provide instruction in many aspects of gerontology. Detailed descriptions of the models, the other educational resources available, and the assessed need for such programs are provided. (Author)

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ED155559

# PROJECT ON
# EXTERNAL DEGREE MODELS
# IN GERONTOLOGY

September 1975

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# CHAPTER ONE

## INTRODUCTION AND OVERVIEW

In October of 1974, the New York State Office for the Aging contracted with Syracuse University for a research and development project on independent study in gerontology. Professional staff members from the All-University Gerontology Center and the Independent Study Degree Programs of Syracuse University's University College began the tasks of researching the field, designing workable external degree models, and formulating recommendations based on the findings of both research and design.

The major goals of the Project were to:

1. Review the area of personnel needs in the field of aging in New York State, including the priority areas of personnel needed in aging services, the settings where these personnel are working, and the general and specialized knowledge, skills and values required for personnel working with the aging.

2. Identify the education and training needs of personnel in gerontology, and the nature and range of gerontological offerings at the higher education institutions in the State.

3. Identify field learning opportunities for students in external degree programs in gerontology, and methods of assessing the backgrounds and experience of potential students for credit and placement in such programs.

4. Develop alternative models for independent study in gerontology that specify the type of degree(s), the method of delivery, the channels of approval necessary, the program goals, the range of curricular approaches, and the process of implementation.

This report contains the findings and recommendations of the Project on External Degrees in Gerontology. Its chapters cover the results of the survey research, the contributions of the advisory committee which was established by the project team,

field learning opportunities for external degree students, the integration of experience-based learning in independent study programs, a proposed curriculum in gerontology, the design of independent study models concentrated on gerontology, and the project's recommendations for implementation. Throughout the planning and development of this Project, an effort was made to design external degree models that did not duplicate what was already available in New York, but which built upon and expanded existing programs. Thus, it may be helpful at this point to review the areas of manpower in the field of aging, other external degree programs in New York State, and extant resources in gerontological education.

Manpower in the Field of Aging

Studies on manpower needs in the field of aging at the national level appear to be few and far between. In June 1973, the United State Senate Special Committee on Aging conducted hearings on the effect of proposed cutbacks in training funds by the Administration on Aging. These hearings concentrated on long-term degree training at higher education institutions, and the need for continued Federal funding in this area. The Committee staff updated some 1968 statistics on projected training needs to show that in 1973, there was a need for 202,075 trained personnel in the field of aging in many areas of planning, direct services, long-term care and education. The projected figures for 1980 show a need for 281,250 trained personnel in these areas. The need for trained personnel was also expressed

in a statement from the Gerontological Society: "The gap between the need for trained personnel and the capacity of present training programs is so great that there is no danger in overtraining for several decades." (U.S.Senate, 1973, p. 7)

In a recent speech, Dr. Martin Sicker, director of the Office of Research, Demonstrations and Manpower Resources at the Administration on Aging, stated that there are about 200 occupations specifically related to serving the needs of the aging population. He also stated that a 1968 report out of the Administration on Aging showed 330,000 people working in services to the aging, and projected a need for 870,000 personnel by 1980 (with as many as 750,000 working in long-term care facilities (Sicker, 1975). Although the Administration on Aging projections exceed those of the Senate Special Committee on Aging, both reflect a demand for trained personnel that increases as rapidly as the number of older people in this country increases.

Data from the New York State Office for the Aging shows that an increase in services to the aging is expected through Titles III and VII of the Older Americans Act, and the new Title XX of the Social Security Act. The 1974 directories show that there are 34 Area Agencies on Aging operating under Title III, with 250 full-time staff members, two-thirds of which are specialized professionals. Under the 47 Title VII nutrition projects, there are 327 sites with 3,620 full-time, part-time and volunteer staff persons. The State Office for the Aging has not made any projections on the number of staff needed in aging services in

New York State for the future (NYSOFA, Memorandum of 12/13/74, p.5).

It would seem, then, that there is an increasing need for personnel trained in gerontology, a need which is based simply on the fact that there is an increasingly larger older population. While knowledge of aging is beneficial to all people working with the elderly, the trends in Federal funding to aging services predict an urgent need for personnel with specialized training in gerontology in the areas of home-based care, health services, nutrition, housing, transportation and legal services. Providing specialized knowledge in gerontology through independent study is one way of preparing trained personnel to meet these manpower needs.

Independent Study Programs in New York State

External degrees are part of a movement in higher education that seeks to increase the accessibility and flexibility of post-secondary educational programs. There are many differences in external degree programs at various institutions; differences in organization, administration, clientele, and the learning process. Some external degree programs are extensions or adaptations of the traditional, residential programs, while others are much more innovative.

Most external degree programs have some or all of these features in common:

1. Extension of higher education to persons who have not been participating.
2. Expanded counselling and advising services.

3. Increased use of examination and evaluating procedures to validate learning, however achieved.

4. Increased use of instructional technology (television, film, computer assisted instruction).

5. Modified admission and residency requirements.

6. Increased emphasis on individualized instruction as compared to classroom and laboratory presentations.

7. Cooperative programs among institutions.

None of these features of external degree programs are new. What is new is the emphasis placed on some of them. For example, the phrase "life-long learning" is heard often these days, reflecting an increased emphasis on higher education programs for out-of-school youths and adults. While continuing education programs are nothing new, the emphasis currently placed on making educational opportunities available to part-time learners (who currently outnumber full-time students at this country's colleges and universities) is a new direction for many educational institutions.

In New York State, there are many types of external degrees being offered by many types of educational institutions. Various types of research by this Project Staff have revealed about 40 colleges and universities in the State where students can earn all or most of a degree through independent study. These include all the colleges in the City University system, seven colleges in the State University system, three community colleges, five member institutions of the University Without Walls, and twelve private colleges and universities. The most well-known of these programs are at Empire State College, the University of the State of New York (Regents External Degree Program), Syracuse University,

Fordham University, New York University, and SUNY at Brockport. Each of these programs has different features which meet the various needs of their students.

Later chapters in this report will provide detailed descriptions of three types of external degree programs: the instructional model (Syracuse University), the examination model (Regents External Degree Program), and the contractual model (Empire State College). These three programs are used in this report because they are well-known in the State, and because they illustrate the similarities and the differences between external degree programs. Thus they will serve as the bases for this Project's recommendations on external degrees in gerontology.

Gerontological Education in New York State

Before this Project conducted some research in this area, it appeared that very little was known about the nature and range of gerontological education in the State. It was known that Syracuse University's All-University Gerontology Center is the major research and training center in the State. It was also known that the State Office for the Aging had contracted with various educational institutions in the State to conduct research or programs in gerontology. Other bits and pieces of information were available on courses in gerontology throughout the State, and faculty who were interested in the field of aging. It soon became apparent the area of gerontological education in New York State was one that needed further research. The results of such an effort are described in the next chapter.

Summary

This brief overview was intended to present the information that the Project Staff had at the start of this planning project on external degrees in gerontology. The bulk of the year's work was based on the extant resources and programs elsewhere in New York State. Thus the remainder of this report reflects the steps taken to obtain more complete information, the process of designing the independent study models, and the Project's recommendations for implementation.

# CHAPTER TWO

# RESULTS OF SURVEY RESEARCH

## Purpose

In the design of models for external degrees in gerontology, it is important to first examine the extant resources in gerontology and in independent study. The previous chapter reviewed the existing independent study programs in New York State, and, in general, the status of training and education in gerontology. However, there was little information available on the range of gerontology resources available in the State. To meet the need for information in this area, two questionnaires were designed for the Project.

The purpose of the first survey, hereafter referred to as the educational survey, was to examine the nature and range of gerontological offerings at the higher education institutions of New York State and their potential relationship to external degree programs. A second questionnaire (personnel survey) was developed to determine the educational and training needs of personnel in the field of aging, and the need for personnel trained in gerontology.

## Procedure

The samples for these two surveys were selected from various directories of New York State organizations. For the educational survey, 165 community colleges, colleges, universities and external degree programs were selected from the American Council on Education's 1974-75 Directory of Accredited Institutions of Higher Education and Candidates. These 165 represent all the educational institutions in the State, with the exception of branches of larger institutions,

and specialized military, theological and technical schools.

For the personnel survey, the major employers of personnel working in the field of aging were identified: senior clubs and centers, nursing homes and extended care facilities, hospitals, intermediate and health-related facilities, county health departments, home health agencies, Title VII nutrition projects, Retired Volunteer Programs, Area Agencies on Aging, and county social services departments. A sample of 980 organizations was selected, based on the distribution within each county of New York State, the type of ownership or sponsorship of the organization, size (membership or number of beds), and services provided. Appendix A shows the county distributions of all those surveyed by both this questionnaire on personnel needs and the colleges surveyed by the first questionnaire.

Both questionnaires, the one on educational resources and the one on personnel needs, were developed by the Project Staff and underwent many internal revisions. The survey instruments were also reviewed for form and clarity by the Communications Research Center of the Newhouse School of Public Communications, Syracuse University. The final drafts of the questionnaires were pretested in the Syracuse community by several educators and practitioners, and their comments and reactions were incorporated in the revisions. The questionnaires were then typed up in final form, attached to cover letters explaining the purposes of the research and the procedure for filling out the questionnaires, and mailed out with postage-paid return envelopes in early March. Appendix B contains both questionnaires and their cover letters.

One week prior to the deadline for return of the survey on educational resources, a follow-up questionnaire was sent to those 70 colleges and universities who had not yet responded. Attached to the questionnaire was a new cover letter expressing the need for the information and the urgency for its return. No follow-up survey was done for the personnel agencies because the nature of the sample did not allow for identification of those organizations who did not respond. By the middle of May, the response rate on the educational survey was 83% (137 out of 165) and 32% on the personnel survey (313 out of 980).

The completed questionnaires were returned to the Project Office for processing. The two sets of questionnaires were numbered sequentially, edited, and coded for computer programming. Information from the comments on the questionnaires and additional information materials was recorded on punch cards for future reference. Questionnaire respondents who indicated that they were interested in the results of the surveys were sent a data summary in early July.

The processing of the questionnaire was done by computer, utilizing the services of the Psychological Testing Service of the Syracuse University Computing Center, a computer consultant from the Communications Research Center, and a computer program entitled "A Statistical Package for the Social Sciences." By the end of May, both sets of questionnaires were fully processed and programmed, and the printouts were ready for analysis.

Results of the Educational Survey

Of the 165 educational institutions surveyed, responses were received from 137, or 83%. The following chart shows the relationship between the institutions surveyed and those that responded:

| EDUCATIONAL INSTITUTION | SAMPLE # | SAMPLE % | RESPONSES # | RESPONSES % | RESPONSE RATE |
|---|---|---|---|---|---|
| Community Colleges | 38 | 23.0 | 31 | 22.6 | 81.6% |
| Junior Colleges | 17 | 10.3 | 15 | 10.9 | 88.2% |
| Four-Year Colleges | 43 | 26.1 | 31 | 22.6 | 72.1% |
| Four Year & Graduate Schools | 63 | 38.2 | 57 | 41.6 | 90.5% |
| Graduate Schools | 2 | 1.2 | 1 | .7 | 50.0% |
| External Degree Programs | 2 | 1.2 | 2 | 1.5 | 100.0% |
| Totals | 165 | 100.0% | 137 | 99.9% | |

Appendix C shows the frequency distribution for the educational survey. A review of some of the highest frequencies found on each shows that student enrollment ranges from 57 colleges with enrollments of 1,001-5,000, to 7 colleges with 10,001-15,000 students. Frequencies reported for other demographic factors show that 39 colleges have fewer than 100 faculty, and 73 colleges have between 11 and 30 departments or units. The picture presented by the data is a high frequency of small to medium sized colleges with proportional numbers of faculty and departments.

Responses to the questionnaire item on types of degrees offered show that 87 colleges offer baccalaureate degrees, 81 offer graduate degrees and 65 have associate degree programs. Some colleges have several non-traditional program options, such as the 101 that have continuing education divisions, 89 colleges that offer courses by independent study, and 24 institutions that have independent study degrees.

Seventy-five of the responding colleges and universities report that they offer between 1 and 5 courses that relate to the study of aging. These courses are defined as those specifically designated as gerontology courses, as well as courses in other disciplines that have units, modules or sections relating to aging or older people. Thirty-nine educational institutions report that they offer no aging-related courses, and 15 colleges offer 6 or more aging-related courses annually. (A list of those colleges and universities that offer no aging-related courses can be found in Appendix D).

Aging-related courses are taught at the undergraduate level at 84 colleges, and by fewer than 5 faculty at 67 colleges. Eighty-five colleges have 1-5 departments with faculty teaching aging courses, most often in the Social Sciences (at 51 colleges), the Behavioral Sciences (at 46 colleges), Nursing (at 37 colleges), Social Work and Human Services (at 35 colleges) and the Health Sciences (at 30 colleges). There are 12 colleges that require certain core courses for their students in gerontology, and these course titles can be found in Appendix E.

When asked about future gerontological activities, 42 colleges and universities report no plans at this time, but 45 plan to sponsor workshops and seminars on aging, 39 plan to add aging-related courses, 35 want to interest more students in gerontology, and 25 plan to involve more faculty in their gerontological activities.

The questionnaire results also contain information on supportive resources and programs for gerontological activities.

Thirty-nine colleges report that field learning or internship experiences are available to gerontology students, but they are required at only 22 colleges. Gerontology students at 35 colleges serve as interns in hospitals and nursing homes, senior clubs and centers (at 27 colleges), and Area Agencies on Aging (at 25 colleges). Thirty-seven colleges allow students to receive credit for learning gained through work experiences in gerontology. A listing of their comments on assessment procedure can be found in Appendix F.

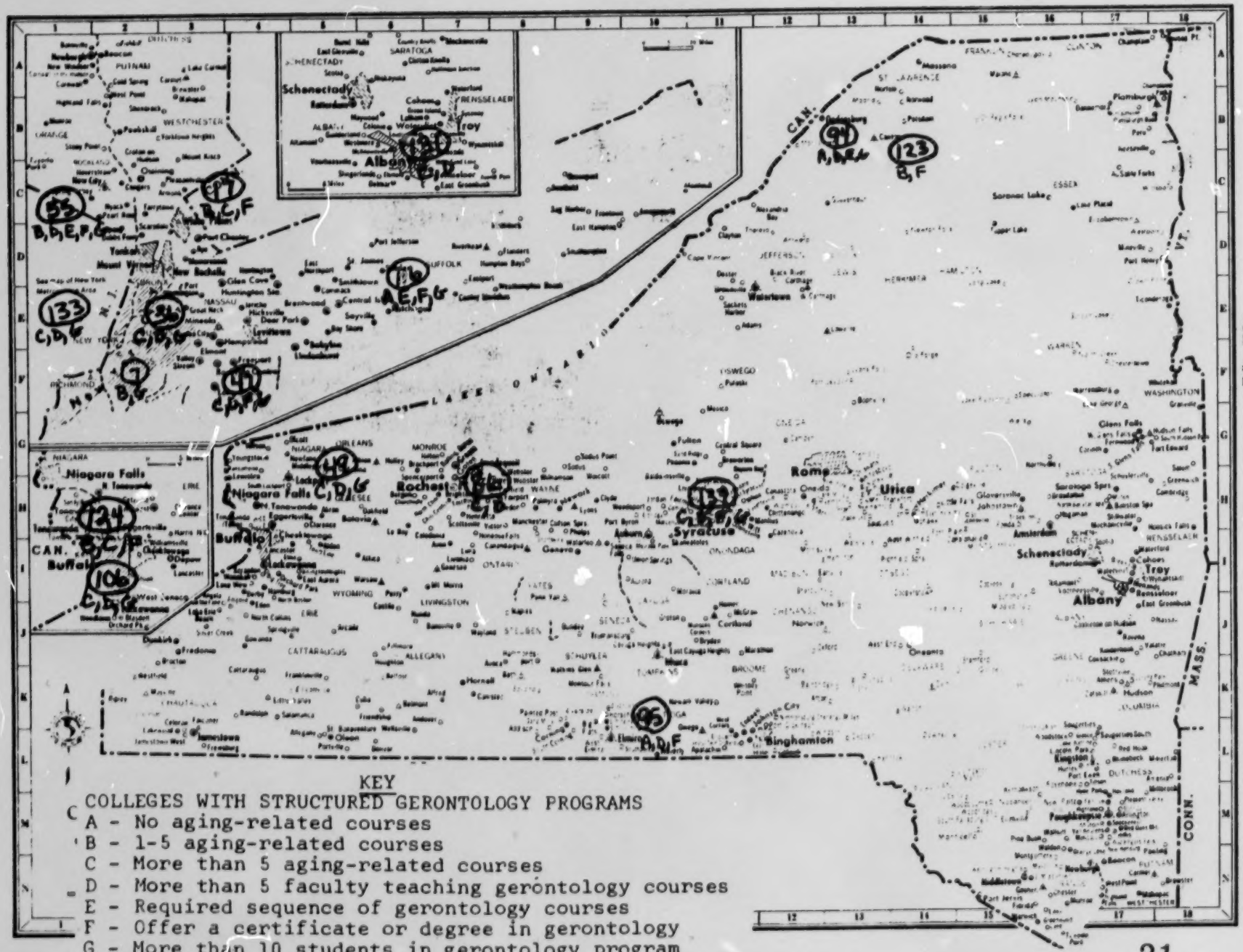
There are 16 educational institutions that have structured programs in gerontology, defined as a developed curriculum of courses in gerontology, a center for studies in aging, a faculty/administration committee on gerontological education, or any similar operations. Five of these structured programs have more than 50 students involved, and 10 programs offer students a certificate or degree in aging studies. The 16 programs are scattered among various departmental bases, but 3 are independent structures within the institutions.

One means of summarizing the frequency distributions from this educational survey is to present a geographic distribution of certain key factors and resources in gerontological education. The next two pages are maps of New York State, showing distributions and clusters of gerontological resources and activities. The key to the college identification numbers on the maps is on pages 18, 19 and 20.

Description of Maps

Map Number One illustrates the geographic distribution of the sixteen colleges and universities with structured programs in gerontology. There are seven colleges in the greater New York City area, two in northern New York, three in the Buffalo area, and one each in Rochester, Albany, Syracuse and the Southern Tier. The letters next to the ID numbers indicate the types of gerontological activities at each of these campuses.

Map Number Two displays all of the 137 colleges and universities that responded to the questionnaire, and the types of resources available that can support independent study programs in gerontology. None of these resources are exclusive to the field of aging, but they are related programs that can strengthen and enhance an independent study program in gerontology.



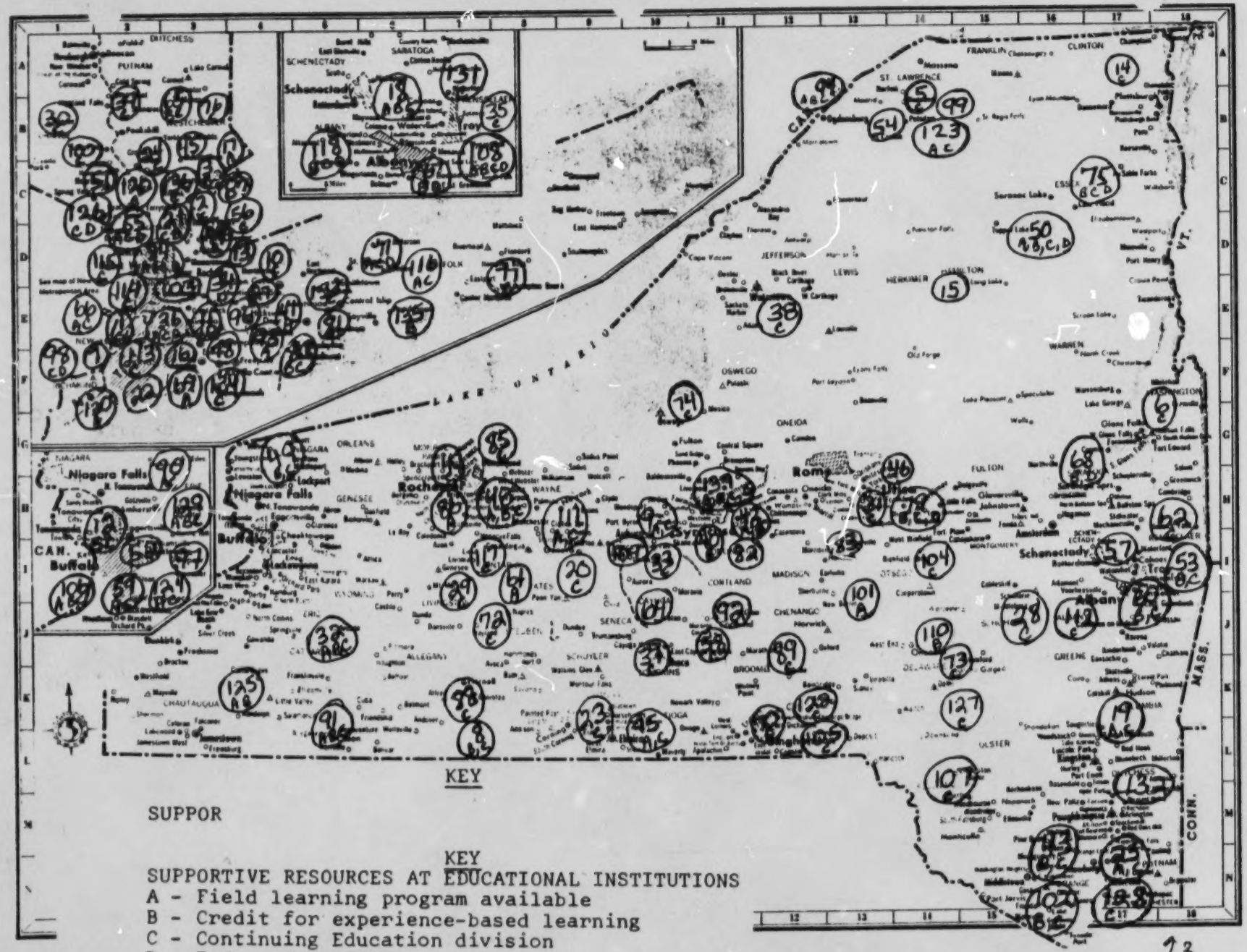

KEY

COLLEGES WITH STRUCTURED GERONTOLOGY PROGRAMS

- A - No aging-related courses
- B - 1-5 aging-related courses
- C - More than 5 aging-related courses
- D - More than 5 faculty teaching gerontology courses
- E - Required sequence of gerontology courses
- F - Offer a certificate or degree in gerontology
- G - More than 10 students in gerontology program

MAP #1

NO. 6530 NEW YORK 16




MAP #2

NO. 6530 NEW YORK 17

KEY

SUPPOR

KEY

SUPPORTIVE RESOURCES AT EDUCATIONAL INSTITUTIONS

A - Field learning program available

B - Credit for experience-based learning

C - Continuing Education division

D - Independent Study degree

## EDUCATIONAL QUESTIONNAIRE RESPONDENTS

1. St. Francis College
2. College of Mount Saint Vincent
3. Manhattanville College
4. SUNY at Brockport
5. Clarkson College of Technology
6. Adirondack Community College
7. Albert Einstein College of Medicine (New York University)
8. Alfred University School of Nursing
9. Auburn Community College
10. Bronx Community College (CUNY)
11. Brooklyn College (CUNY)
12. Canisius College
13. Cathedral College
14. Clinton Community College
15. Colgate University
16. College For Human Services
17. The College of White Plains
18. The College of St. Rose
19. Columbia-Greene Community College
20. Community College of Finger Lakes
21. Concordia College
22. The Cooper Union
23. Corning Community College
24. Dominican College of Blauvelt
25. Dutchess Community College
26. Finch College
27. Fordham University
28. Fulton-Montgomery Community College
29. Genesee Community College
30. Harriman College
31. Herkimer County Community College
32. Hilbert College
33. Hobart and William Smith Colleges
34. Hostos Community College (CUNY)
35. Hudson Valley Community College
36. Hunter College (CUNY)
37. Ithaca College
38. Jefferson Community College
39. Ladycliff College
40. LeMoyne College
41. Manhattan College
42. Maria Regina College
43. Marist College
44. Marymount College
45. Mercy College
46. Mohawk Valley Community College
47. Molloy College
48. Monroe Community College
49. Niagara County Community College
50. North Country Community College

51. Nyack College
52. Rosary Hill College
53. Russell Sage College
54. St. Lawrence University
55. St. Thomas Aquinas College
56. Sarah Lawrence College
57. Schenectady County Community College
58. Tompkins-Cortland Community College
59. Trocaire College
60. Union College
61. University of Rochester, School of Dentistry
62. Verrazzano College
63. Wagner College
64. Wells College
65. Westchester Community College
66. SUNY College of Optometry
67. Regents External Degrees Program
68. Empire State College (SUNY)
69. Downstate Medical Center (SUNY)
70. SUNY at Binghamton
71. SUNY at Farmingdale
72. SUNY at Geneseo
73. SUNY at Oneonta
74. SUNY at Oswego
75. SUNY at Plattsburgh
76. SUNY at Purchase
77. SUNY AT Stony Brook
78. Pace University
79. SUNY at Utica/Rome
80. Adelphi University
81. Long Island University, Post Center
82. Onondaga Community College
83. Hamilton College
84. Queens College (CUNY)
85. Roberts Wesleyan College
86. University of Rochester, School of Nursing
87. Herbert H. Lehman College (CUNY)
88. SUNY at Alfred
89. SUNY at Cortland
90. Niagara University, School of Nursing
91. St. Bonaventure University
92. Cornell University
93. Kingsborough Community College (CUNY)
94. Mater Dei College
95. Elmira College
96. Bernard Baruch College (CUNY)
97. Villa Maria College at Buffalo
98. Staten Island Community College (CUNY)
99. SUNY at Potsdam
100. Orange County Community College
101. Cazenovia College
102. SUNY at New Paltz
103. CUNY Graduate School & University Center
104. Kirkland College
105. Broome Community College
106. SUNY at Buffalo
107. Sullivan County Community College
108. Siena College
109. Eisenhower College

110. Hartwick College
111. Nazareth College
112. SUNY at Cobleskill
113. Polytechnic Institute of N.Y.
114. York College (CUNY)
115. The City College of N.Y. (CUNY)
116. Suffolk County Community College
117. St. John Fisher College
118. Maria College
119. Nassau Community College
120. College of New Rochelle
121. Houghton College
122. Dowling College
123. SUNY at Canton
124. State University College at Buffalo
125. SUNY at Fredonia
126. Rockland Community College
127. SUNY at Delhi
128. SUNY at New Paltz
129. D'Youville College
130. Yeshiva University
131. SUNY at Albany
132. Vassar College
133. New York City Community College (CUNY)
134. New School for Social Research
135. SUNY at Old Westbury
136. Elizabeth Seton College
137. Syracuse University

Structured Gerontology Programs

Earlier in this section, it was reported that 16 of the 137 responding colleges and universities have structured programs in gerontology. In Appendix G, these 16 programs are described by the types of resources and activities available. Rather than be redundant with a narrative description of each institution's program, this discussion will focus on certain resources that several of the programs may have in common.

There are 5 colleges with structured programs that offer 1-5 aging-related courses per year: College of White Plains, New York University College of Medicine, St. Thomas Aquinas College, SUNY at Canton, and the State University College at Buffalo. Elmira College, Mater Dei College and Suffolk County Community College report no aging-related courses offered, either because the program has not yet formally begun, or possibly because they consider the gerontology program to be entirely within a more established discipline, such as Social Work or Therapeutic Recreation. There are 8 colleges with structured programs that offer more than 5 aging-related courses annually: Hunter College, Molloy College, New York City Community College, Niagara County Community College, SUNY at Albany, SUNY at Buffalo, Syracuse University and the University of Rochester School of Nursing.

The number of faculty teaching gerontology courses that occurs most frequently is between 6 and 10, at Hunter College, Mater Dei College, Niagara County Community College, St. Thomas Aquinas College, SUNY at Albany and the University of Rochester School of Nursing.

Five gerontology programs have more than 50 students associated with them: Mater Dei College, Molloy College, New York City Community College, Niagara County Community College and Syracuse University. These large numbers of gerontology students do not necessarily correspond to large total student enrollments, as Mater Dei College has a total student enrollment of less than 1,000.

The gerontology programs at Hunter College, Molloy College and Syracuse University are independent units within the institutions. Three other programs are based in the Health Sciences, and three in Social Work. Four colleges give certificates to students who complete the gerontology program, but five others offer degrees to gerontology students. These degrees are a B.S. in Human Resources (College of White Plains), B.S. with a concentration in gerontology (St. Thomas Aquinas College), B.S. in a Psychology of Aging Specialty (State University College at Buffalo), an A.A.S. in Therapeutic Recreation Leadership (Suffolk County Community College), and a M.S. in Nursing (University of Rochester School of Nursing).

Five educational institutions offer aging courses at the graduate level: Hunter College, New York University College of Medicine, University of Rochester School of Nursing, SUNY at Buffalo and Syracuse University. Seven offer continuing education courses in gerontology, and at Niagara County Community College and New York City Community College courses are offered exclusively through continuing education divisions.

Seven institutions require that their gerontology students have a field learning experience, but only three of these will give students credit for experience-based learning (Mater Dei College, St. Thomas Aquinas College and Syracuse University). SUNY at Buffalo and the State University College at Buffalo grant credit for experience-based learning, but field learning is optional or only recommended.

Five colleges with structured programs require that gerontology students take certain core courses, mostly in the Behavioral and Social Sciences. Only at St. Thomas Aquinas College and the State University College at Buffalo are these required courses primarily in gerontology. A review of the required courses listed in this table and those listed by colleges without structured programs (Appendix E) shows that the majority of courses required for gerontology students are introductory courses in the Social or Behavioral Sciences (Introductory Sociology, Introductory Psychology), or more advanced courses relating mainly to Social Work or Nursing. From the data gathered, it appears that only St. Thomas Aquinas College and the State University College at Buffalo have required curricula for gerontology students that are focused directly on the study of aging.

Non-Structured Gerontological Activities

There are 79 colleges and universities who do offer one or more courses in aging, but do not have structured gerontology programs. These institutions have a variety of gerontological resources though, and many have plans for expanding their activities

in the field of aging. Appendix H contains a chart that describes these resources, and the maps on pages 16 and 17 and the map attached to this report display the geographic distribution of some of the institutional features.

The frequencies in this chart correspond very closely to the frequencies found for all colleges and universities. Most educational institutions without structured programs offer 1-5 aging-related courses in the Behavioral and Social Sciences at the undergraduate level, and plan to add more courses in aging and sponsor workshops and seminars. Only Adirondack Community College, Corning Community College, Herbert Lehman College, Kingsborough Community College, D'Youville College, Monroe Community College, and the University of Rochester School of Dentistry offer more than five aging-related courses. It is interesting to note how many of the above listed institutions are community colleges.

Summary of Educational Survey

In general, the data on educational institutions show that there is a wide-spread, albeit limited, gerontological activity in New York State. There are 75 colleges and universities with 1-5 courses that relate to aging, either introductory courses in the Behavioral or Social Sciences or courses more specifically focused on the study of aging. These colleges are widely distributed across the State, so that people interested in taking one course in aging should have fairly easy access through local colleges. But there are only 16 institutions where students can study under structured gerontology programs, where a larger number of aging courses are available, and where they can receive

certificates or degrees more closely related to gerontology.

Results of the Personnel Survey

The second questionnaire on personnel training and educational needs was returned by 313 of the 980 agencies to which it was sent (32%). The following chart shows the relationship among the number in each category of organization surveyed that make up the population in New York State (in 1974), the sample surveyed, and the questionnaires returned.

| ORGANIZATION | POPULATION # | POPULATION % | SAMPLE # | SAMPLE % | RESPONSES # | RESPONSES % |
|---|---|---|---|---|---|---|
| Clubs & Centers | 1772 | 54.1 | 358 | 36.5 | 77 | 24.6 |
| Nursing Homes | 605 | 18.5 | 132 | 13.5 | 54 | 17.3 |
| Hospitals | 356 | 10.9 | 100 | 10.2 | 15 | 4.8 |
| Health Facilities | 189 | 5.8 | 38 | 3.9 | 5 | 1.6 |
| Health Depts. | 58 | 1.8 | 58 | 5.9 | 13 | 4.2 |
| Home Health Agencies | 127 | 3.9 | 127 | 13.0 | 57 | 18.2 |
| Title VII Programs | 46 | 1.4 | 46 | 4.7 | 32 | 10.2 |
| R.S.V.P. | 29 | .9 | 29 | 3.0 | 16 | 5.1 |
| A.A.A. | 34 | 1.0 | 34 | 3.5 | 25 | 8.0 |
| Social Services Depts. | 58 | 1.8 | 58 | 5.9 | 18 | 5.8 |
| TOTALS | 3274 | 100.1 | 980 | 100.1 | 313 | 99.8 |

Note: One response not identified by category

Appendix I displays the frequency distributions from the personnel survey. The following discussion will focus on some of the factors from the questionnaire in terms of the aggregate data. Other factors, specifically those relating to career ladders in the ten different types of organizations responding to the questionnaire, are charted in Appendix K.

Of the 313 responding organizations, 101 report that their staff number between 5 and 25, and 74 organizations have fewer than 5 staff members. When the number of staff members is subdivided into levels

of jobs, the data shows that in most organizations, administrators make up 0-15% of the total staff (16-30% in senior clubs and centers), and supervisory staff are also 0-15% of the total. The professional staff makes up 16-30% of the total staff (51-75% in home health agencies), and paraprofessionals comprise 31-50% of the total staff (51-75% in nursing homes and 16-30% in home health agencies).

When asked about the relationship between their present staff and specialized training in gerontology or geriatrics (defined as any courses, workshops, seminars, conferences or training programs undertaken to increase the individual's understanding of the aging processes or skills in the medical treatment of old ages and its diseases), 77 organizations report that only a few staff members have such training, but 43 report that all staff members are trained in gerontology in some form or another. Differences between organizations are shown in Table One, Appendix J where one can see that in nursing homes and home health agencies, the tendency is for larger portions of the staffs to be trained in gerontology.

Interest in gerontology training and education has been expressed to some extent in 103 organizations of all types. The staff in nursing homes, hospitals, Title VII Projects, Retired Senior Volunteer Programs and Area Agencies on Aging have expressed some or quite a bit of interest in gerontology training (Table two, Appendix J). However, at senior clubs and centers, health facilities, health departments, home health agencies and social services departments, the staff have expressed little or no interest in such training. The range is from a high amount of interest in training at nursing homes, and very little at senior

clubs and centers.

The aggregate data shows that 231 organizations prefer to obtain training in gerontology through in-service workshops. The categories of organizations that show some interest in certificates or degrees in gerontology are nursing homes and area agencies on aging. But as a whole, the most frequently mentioned preference for training by all types of organizations is in-service workshops. (Table three, Appendix J,shows the relationship between organization category and the most useful type of training or education.)

There is strong agreement among different organizations on their encouragement to their employees to undertake training and education in gerontology (261 organizations responded that they would encourage their employees), but the organizations do not appear to provide a reward structure that would further encourage employees to seek specialized training. One hundred and twenty organizations report that the effect of gerontological training would only be to make the employee better qualified for the same job (Table Four, Appendix J). The small number of health-related facilities that responded indicated that higher-educated employees would be overqualified, and six county health departments report that increased training would have no effect.

Although the frequency distributions showed that 106 of the responding organizations indicated a need for specialists in gerontology (as defined in the questionnaire) and 102 organizations stated a need for both generalists and specialists in gerontology, there are variations within organization categories. (Table Five, Appendix J, compares organization category to the

organizations' projected personnel needs). Hospitals, health departments, home health agencies and social services departments project a need for specialists with some gerontology knowledge, while senior clubs and centers, nursing homes, health facilities, Title VII projects, Retired Senior Volunteer Programs and area agencies on aging indicate a need for both generalists and specialists in gerontology. Of those organizations who responded that neither types of personnel were needed (33), 9 of these are senior clubs and centers.

To summarize thus far, the data have shown that most organizations have between 5 and 25 staff members, consisting mostly of administrators and supervisors (as defined in the questionnaire). These two staff levels have job requirements of graduate and four-year degrees, and organization, management and communication skills. Most organizations report that only a few of their staff members have training in gerontology, and some interest is expressed in obtaining more. The organizations report that in-service training is most useful and their support for this training would be by arranging time off for their employees. While most organizations prefer to hire staff who are trained in gerontology, any training or education gained while on the job would only serve to make the employees better qualified for their current positions.

These data present a mixed picture of personnel training and education needs. Generally the tendencies within separate organization categories are similar to those shown in all the categories taken together. The exceptions are most often found in

nursing homes, where there is a large amount of interest in further education and training in gerontology, and in senior clubs and centers, where there is very little.

Career Ladders in Gerontology

This questionnaire on personnel training needs in gerontology attempted to probe the issue, a complex one, of career ladders in gerontology. The relationship between higher education or increased training in gerontology and career advancement is not clear, because there are several factors that affect the relationship. Earning a higher degree does not always guarantee an employee a raise or a promotion. The ability of an organization to reward its employees for their educational attainment may be impeded by the Federal or State government budgets, or the Civil Service guidelines under which it operates.

Two questionnaire items that can be used to explore the area of career ladders are the education and experience requirements at the administrative, supervisory and professional levels within different types of organizations. Appendix K contains ten tables that show the relationship between staff level, education requirements, and experience requirements for each of the ten types of organizations that responded to this questionnaire. They also show the requirements for career mobility above the paraprofessional level. At the bottom of each table is a brief interpretation of the table in terms of requirements at the upper staff levels in organizations serving the aging. Caution is advised in drawing conclusions from these tables though, as there is often no clear majority of opinion.

Summary of Personnel Survey

In summarizing all the data from this survey on personnel needs, it becomes apparent that not all personnel working with and for the aging in New York State have any kind of special training in gerontology or geriatrics. Directors and administrators of organizations serving the aging have indicated that there is more emphasis placed on organization and management skills, communication skills, and several years of related experience as the important job qualifications, rather than specialized gerontology training. As much of the skill in working with the aging is gained through "first-hand" experience, needs for training are expressed mostly for in-service workshops to reinforce on-the-job learning. Yet, the responses from the survey also indicate that graduate and four-year degrees are the usual requirements for administrative, supervisory and professional levels. Generally speaking, the organization directors who responded to this questionnaire are expressing needs for training to make their employees better qualified for their current positions, but not for training that would start the employee on a ladder of career advancement. While the emplpyers overwhelmingly stated (90.9%) that they would encourage their employees to undertake further training in gerontology, the pursuit of a degree in aging-related areas would be left for employees to conduct on their own time, and generally with their own money.

Integration of the Questionnaire Results

To bring the data presented in the above discussion into focus,

there are three questions that should be answered:

1. What do we now know about gerontological education in New York State?

2. What do we now know about the status of personnel in gerontology, and their training and educational needs?

3. What are the implications of this information and what are its other uses?

1. Gerontological Education: There is widely scattered but limited gerontological activity at 137 of the 165 liberal-arts colleges in New York State. At 16 colleges and universities, the program development in gerontology has taken the form of formal or structured programs. Aging courses are being taught in many areas and disciplines, but very few degrees are offered in aging-related areas, and none in gerontology as a separate discipline. While courses in aging are accessible to interested students, concentrated and highly developed degree work (baccalaureate and graduate levels) is more difficult to obtain.

2. Personnel status and needs: The survey results reveal that there are people working in aging services who have no training or education in gerontology, but instead have relied on job experiences for the development of skills in working with older people. This kind of experience is extremely valuable in its own right, and the employers in aging services have stated that the first hand experience of their staff and their performance in the present jobs can best be reinforced by in-service training and workshops. It is interesting to note that while the responding employers have indicated that graduate and

four-year degrees are the usual requirements for administrative, supervisory and professional positions, they do not perceive these degrees as necessary for their staff members. The employers would seek to improve services to the older clients through in-service training rather than encouraging the individual employee's educational development and career advancement.

3. Implications and Applications: Individual educational institutions who are interested in developing their gerontological activities can apply this data in many ways. It is possible to review what other colleges in the State have available in gerontology, and to see the supportive resources that are necessary to carry out gerontology programs. The kind of information available through this project's survey can help other colleges to assess the types of resources at their own institutions recommended for developing courses and programs in gerontology, such as administrative support, faculty interest, student interest, and educational resources.

The data from the educational survey also points out a potential need for developing cooperative programs among educational institutions. The presence of a small number of aging-related courses at many colleges could lead to the development of consortia of neighboring colleges and universities that could provide a combination of courses and resources in gerontology to area students. Experts from institutions with more highly developed gerontology programs can be called upon for advice and guidance to the consortia, even if they are not geographically close. The development of gerontological consortia can enhance the individual institution's

activities in the field of aging, and more effectively serve the needs of students and practitioners in the local areas.

One possible long-range project that could be based on the data from the personnel needs survey is an analysis of employment in the field of aging, and an exploration and perspectus on career lines and ladders in the field of aging. This kind of project would be most effective when conducted by (or contracted by) an organization that can influence policy in this area. In New York State, the State Office for the Aging, the Regional Offices of the Administration on Aging, the State Department of Social Services and the State Civil Service Commission are in positions to conduct some definitive policy research in the area of careers in gerontology. The resources are available in both the public and private sectors of this State to do the research and to effect some changes and development in this area. Increased and more specialized training and education in gerontology have dubious value to the individual if clearly defined avenues and alternatives for employment and advancement in the field of aging are not developed and outlined in an applicable manner.

# CHAPTER THREE

## TECHNICAL ADVISORY COMMITTEE

When confronted with the task of designing independent study models in gerontology, it was obvious that the Project Staff would have to consult with knowledgeable professionals in the field of aging. So in order to do many consultations at one time, a Technical Advisory Committee was formed.

Members of this advisory committee were selected on the basis of their knowledge and experience in gerontology, community services, medical services, external degrees and educational administration. The 34 members are:

Raymond Baird, Human Resources Development Institute, Syracuse
Glenn Brown, PEACE, Inc., Syracuse
Jane Campbell, Chemung Co. Senior Citizens Services, Elmira
Joan Carrera, N.Y.S. Dept. of Social Services, Albany
Michael DeCirce, St. Joseph's Hospital, Syracuse
Norman Dobbs, N.Y.S. Dept. of Mental Hygiene, Albany
Patricia Dyer, Regents External Degree Program, Albany
Oscar Esparza, Nassau Co. Dept. of Parks, East Meadow
Frank Funk, University College, Syracuse
Eric Gardner, Syracuse University, Syracuse
Sylvia Greenfield, Oceanside
Amelia Greiner, Sutton Real Estate, Syracuse
Arnold Hanchett, ACCORD, Syracuse
Norman Harper, Loretto Geriatric Center, Syracuse
Linda Hedden, V.A. Hospital, Bath
Richard Jonsen, Syracuse University, Syracuse
Bobbie Kamil, Empire State College, Albany
John Keefe, N.Y.S. Civil Service Commission, Albany
Dorothy Kelly, Onondaga Community College, Syracuse
Frederick Kramer, Syracuse
Gertrude Landau, Vacations for the Aging, New York
Carol Lucas, Hempstead Services for the Aging, Hempstead
Douglas Mace, V.A.Hospital, Syracuse
Pearl Mandell, Empire State College, Albany
Daniel Meyers, R.S.V.P., Rochester
Rolf Monge, Syracuse University, Syracuse
Hilton Power, SUNY at Albany, Albany
Henrietta Rabe, N.Y.S. Dept. of Education, Albany
Ollie Randall, New York City
Darrell Slover, Loretto Geriatric Center, Syracuse

Joseph Stetar, State University College, Buffalo
Colleen Grody, Syracuse University, Syracuse
John Valley, College Entrance Examination Board, New York
Clifford Whitman, Erie County Office on Aging

The advisory committee met on January 23, 1975, in Syracuse, with 26 of the committee's 34 members attending. The goals of the meeting were to acquaint the committee members with the activities and scope of the Project on External Degrees in Gerontology, and to solicit their advice on three major issues:

1. Determination of the priority areas of personnel needs in the field of aging in New York State.

2. Determination of the range and priority ordering of levels of training and education needed by these personnel.

3. Identification of problem areas and barriers in the implementation of an external degree in gerontology.

The committee members were divided into three groups to discuss these topics and to react to the following questions:

Group #1: Discussion of the priority areas of personnel needs in the field of aging in New York State.

1. Which categories of personnel working with older people in direct delivery of services are in the most advantageous positions to meet the needs of the aged?

2. Which groups should be better trained to meet the needs of older citizens?

3. How might the situation change in the next 5-10 years as a result of shifts in policy (i.e., shift from institutionalization to home care)?

4. What are the priority needs of older people that can reasonably be met by personnel working in direct delivery of services to the aged?

5. What is the effect of setting (i.e., nursing home, hospital, private home) on the job requirements and on the tasks and functions of the priority personnel in aging?

Group #2: Discussion of the range and priority ordering of levels of training and education needed by personnel in the field of aging in New York State.

1. Which groups of personnel serving older citizens have the greatest need for higher levels of training and/or education?

2. What type of training is needed, and for what purpose?

3. What level of education/degree is needed, and for what purpose?

4. How will higher levels of training and education affect the career ladders of various personnel in the field of aging?

5. Given the current and projected job market in gerontology, would a college degree result in overqualification for some of these personnel (i.e., would they educate themselves out of a job)?

6. What are the issues/benefits/drawbacks involved in moving towards a State policy requiring all personnel in the field of aging to be certified?

Group #3: Discussion of the problem areas and barriers that may be encountered in the implementation of an external degree in gerontology in New York State.

What types of support and allowances will be necessary on the part of employers to encourage personnel to enter into an external degree program in gerontology?

2. What are some of the methods of overcoming financial barriers for students of such a degree program?

3. What are the roles of the following organizations in the administration of an external degree in gerontology:
   New York State Board of Regents
   New York State Dept. of Education
   College Entrance Examination Board and Educational Testing Service

4. What would be the effect of a new degree (associate or baccalaureate) on the current job requirements established and the examinations given by the New York State Civil Service Commission?

5. How can students of such a program be guaranteed the same quality level of education and field learning experiences regardless of where they live?

6. What are some of the ways to standardize assessment of experience for college credit?

Group #1 identified several categories of personnel that have the greatest need for training and education in the field of aging. These include directors of senior clubs and centers and senior volunteer programs, managers of housing for the elderly, employment counselors and personnel directors in business and industry, and aides or technicians in dietary services, senior clubs and centers, information and referral, protective services, homemaker services, nursing services, counseling, social services, outreach programs and recreation programs. The group's concerns about the development of an external degree in gerontology were that it should focus on meeting the needs of the older person in an independent living situation, it should provide incentives for mature adults to consider gerontology as a second career, it should address itself to unmet educational needs, and should be a continuum of external education, providing opportunities to earn associate, professional baccalaureate and graduate degrees.

Group #2 concluded that the personnel who have the greatest need for higher education and training are the administrators and those in direct delivery of services in institutions, in the home, and at congregate settings. The type of external education program needed in gerontology is one that offers a full range of degrees, contains a variety of modules, provides different entry levels for students with varying levels of experience, and provides a gerontological core with specialization in another discipline. The consensus of this group was that a gerontological core must incorporate the skills, values, and knowledge that are essential to everyone working with older people, including:

1. Communication skills
2. The helping process
3. Individual characteristics of aging
4. The role of the older person in society
5. The psychology, physiology, biology, sociology and environmental factors of aging.

This group also considered the problems involved in evaluating experience for credit in gerontology. They suggested that a centralized body be established to provide evaluation services and guidelines to all colleges. Credit awarded by this body should be acceptable at any college in New York State.

Group #3 discussed the problem areas and barriers that may affect the implementation of an external degree in gerontology. They identified the financial barriers for students, the problem of defining and measuring competency in gerontology, and the need for acceptance of an external degree in gerontology on the part of the system "gatekeepers", i.e., the academic community, the State accredidation boards, the professional organizations and the

employers in gerontology. This group believed that an external degree in gerontology is important for these reasons:

1. Personnel working in aging fields have little or no upward mobility.
2. There is a lack of trained personnel to deal with the problems of aging.
3. There is a need for "specialists" whose skills are based on the needs of their clients.
4. The quality of services for the aged should be improved.

The advisory committee meeting ended with a summary for the entire group of each of the three discussion groups. The Project Staff was very pleased with the results of this meeting, and with the interest and cooperation of the committee members.

Although this January meeting was the only time the committee met together, each advisory committee member was kept up to date with the Project's activities through letters and telephone calls, and many individuals were called upon for advice and reactions to materials. The contributions of all members of the advisory committee are reflected in the information presented in the other chapters of this report.

# CHAPTER FOUR

# FIELD LEARNING EXPERIENCE

The next two chapters of this report cover two types of learning that take place outside of the classroom and are integral parts of an independent study program in gerontology. This chapter describes field learning programs which are undertaken while the student is enrolled in an academic program. These programs are selected by the student and the academic advisors, and supervised by professionals in the student's area of study. The field learning experience provides students with an opportunity for first hand experience in their career area.

Chapter Five describes how prior learning experiences can be integrated into independent study programs. Adult learners often have work or life experiences which can and should be assessed for academic credit, thus allowing them to progress more rapidly toward the completion of their degree programs.

## An Overview of Field Learning

Most professions accept as central to their educational purpose the development in students of some degree of competence for the performance of professional functions (Kendall, 1959). The organization and communication of knowledge for use is the distinguishing characteristic of a professional. Most professions, therefore, provide students, at some point in their educational programs, with experience in working with the clientele served by their particular profession.

Field work is considered to be an integral part of the

educational process in most of the social service programs and in gerontology. The field learning experience provides students with the opportunity to apply classroom knowledge to practical experience, and to integrate factors of both into a professional attitude about and competency in aging. Perhaps more important, the field experience generally provides students with face-to-face interaction with older people. This interaction can be essential to the students' understanding of the wide range of individual differences in the older population.

In general, the educational objectives of field instruction for students include demonstrated skill and ability to:

1. Obtain, analyze and synthesize factual data to reach a decision concerning appropriate action.

2. Integrate and apply classroom professional concepts, principles and values in practice settings.

3. Establish and maintain professional relationships and realistic goals.

4. Mobilize and use community resources effectively in achieving goals.

5. Initiate appropriate questions about client systems, service systems, and relevant issues in the professional area.

6. Assume professional responsibility for:

    a. acquiring and integrating new knowledge.
    b. creative use of agency policies and procedures.
    c. developing dynamic working relationships with professional peers and representatives of agencies, organizations and institutions.

7. Utilize the supervisory relationship and the total experience of the field setting to enhance the student's own learning (Lawitts and Johnson, 1968).

When these general educational objectives of field instruction are applied to gerontology, certain other factors emerge that are specifically related to practical experience in the field of aging. A student's field work in gerontology should provide learning experiences with older persons in a variety of community settings. It should also provide the opportunity for the student to acquire and develop the skills that are necessary for working with the aging, particularly those that are specific to certain occupational areas.

Field Learning and Independent Study

Most descriptions of field learning programs in the literature apply to residential educational settings. The nature of the external degree necessitates some modification of field learning models.

Students in an external degree program in gerontology could be categorized into six areas:

1. Learners without prior college experience, and no background in aging.
2. Learners without prior college experience, but with some experience in aging.
3. Learners with some college credits, but no background in aging.
4. Learners with some college credits, and some background in aging.
5. Learners with work experience in aging-related areas who are enrolled in a program to earn an appropriate degree or to switch focus within the aging field.

6. Learners with college credits in disciplines not directly related to gerontology who want to acquire knowledge in aging for a degree or to reinforce work experience.

Such a diverse group of students forces the administrators of an independent study program to provide or evaluate for credit many types of field learning opportunities. The policies of residential field instruction programs cannot simply be transferred to external degree programs.

There are two primary factors of the non-residential student body that affect the field instruction programs in gerontology. Full-time occupational or familial responsibilities prevent the learner from returning to a campus for total residential instruction. Therefore, the educational process must be structured around other responsibilities which come first. This does not mean that the students are any less dedicated to their studies, or motivated to earning a degree; it means that their educational needs are best met by a program that allows for part-time, limited (or non) residence study.

The second important factor of these external degree programs is that students enter the program with differing levels of post-secondary educational and work experience. The process of individual program design is essential to allow students to enter the degree program at different levels and to evaluate experiential-based learning for credit. A theme that is present in almost all independent study programs is that the learning itself is more important than the way it is acquired. Thus, one of the major attractions of these programs to students is the opportunity to obtain credit for what they already know, and thus to proceed more

rapidly toward the completion of a degree program.

Models of Field Instruction

The programs of field instruction at educational institutions can range from one faculty member in one department who encourages students to "get out into the field" to intricate systems of university-wide field learning programs which may be coordinated by committees of faculty and administrators. There are, however, certain common types of field learning methods and supervisory procedures that may be applicable to independent study programs.

Students generally do their field work in concurrent or block placements. They may work at a local agency or organization for one, two, or even five days a week. The number of hours and the length of the field placement (one or more semesters) are generally determined by the department or school in which the student is enrolled.

Students who are more flexible or mobile may choose block placements, either in their own community or another location. They may spend up to several months working full-time in an agency or organization, gaining work and client experiences in areas that relate to their academic studies.

For the part-time student in an external degree program, it is likely that concurrent job or family responsibilities would not allow for the option of block placements. Therefore, the field experience for these students would probably have to be one that consists of part-time work at a local organization, and one that would cover a longer period of time. The field placement might also have to be one that students could do after working hours,

perhaps in the evenings or on weekends. This arrangement could place an additional strain on the student(and the organization), and thus the structure of the field experience requires some careful planning on the part of the academic advisor or the administrative counselor.

However, block placements may produce the only feasible field experience for students in isolated areas. In areas where appropriate field agencies do not exist or are not within commuting range, students may have to arrange for one or more intensive block placements in order to gain the field experience. For instance, an external degree student with career interests in health care systems who lives in Hamilton County would benefit most from a field placement in a nursing home or hospital. However, Hamilton County has no nursing homes or hospitals (according to 1974 directories), and this student is too isolated to commute to the bordering Warren, St. Lawrence or Fulton Counties. This student's interests and career may best be served by arranging a series of two-week block placements, over several years, at a hospital or nursing home in a nearby county. Thus, the student could use his or her annual vacation leave to build up to the required number of field hours. Both the block placement and the part-time placement put a strain on the individual's home life and free-time, but the benefits of the field experience on the student's professional development should make it worthwhile.

Supervision and Coordination of Field Learning

The programs of field instruction at different educational institutions are of many different types. In the highly developed

field learning programs, a department or school may have a director of field learning, associate directors, field liaison representatives and field instructors. However, when field instruction is adapted to independent study, the availability of personnel to work exclusively with field learning programs is greatly reduced. The field instruction program still requires some supervision and coordination, but the small number of students typical of external degree programs indicates that the responsibility of field instruction could be handled by one person. In a gerontology external degree program, this person could be one of the administrative staff of the program, or one of the faculty members teaching gerontology courses (with a reduced teaching load to allow for field-learning responsibilities).

The field learning director would be responsible for counseling students about field learning opportunities, and for contacts with public and private agencies at the local, state, regional and national levels to identify field learning opportunities for gerontology students with different career objectives. The director must also conduct site visits wherever possible, to select and evaluate the field instructors and the nature of the opportunities available to students at different agencies. Once the programs are underway, the director must maintain close contact with both the field instructors and the students to insure that the placement is satisfactory to all.

The field instructor is responsible for supervising and evaluating student field learning at an agency or organization. After the program director has established contacts with agencies that

are interested in participating in field learning programs, field instructors are selected by the director on the basis of their knowledge of working with the aging and their willingness to cooperate in supervising and evaluating student interns.

As the supervision and guidance of students is an important factor in internship programs, certain criteria for field instructors are generally established by the field instruction directors. Some experience in supervision is necessary, as well as knowledge of aging. The field of gerontology is such that various agency personnel may not have extensive gerontology education, but their experience in working in the field of aging should provide them with adequate knowledge to supervise student work in their agencies. Thus as a general guideline, the administrators of an external degree program in gerontology might choose field instructors who have had two years of work experience in aging-related areas, two years of supervisory experience, and perhaps a baccalaureate degree. These are only suggested criteria, and can be altered or waived, depending on the program and student requirements.

Generally, some type of incentive is useful in obtaining the cooperation of agency personnel in field instruction programs. Partial contribution to the field instructor's salary is one option. Other alternatives that may be easier to accomplish are conducting professional seminars for field instructors, allowing them to receive remitted tuition benefits to use in residential or external degree programs, or evaluating their supervision of field students for credit in a degree program.

Evaluations

In the course of the field instruction program, several types of evaluation are taking place. Some examples are:

1. Student evaluation of work and growth in the field placement. The student generally presents a written evaluation of the field placement, including the work performed, the knowledge gained, understanding of the role of the agency in the community, the application of academic knowledge to work experiences, and a summary of the student's own strengths and weaknesses.

2. Field instructor evaluation of the student. At the onset of the field experience, both the student and the field instructor should have a clear understanding of the expectations of the program to the student. A proper and ongoing work relationship, with the ability to discuss conflicts and issues, allows the instructor to evaluate the student on his performance and achievement of objectives as stated at the onset.

   It is important to remember that these evaluations are used as educational experiences. A student is given the opportunity to assess the instructor, the agency, the work, and the scope and setting of the assignments. The field instructor, in turn, gains valuable information on the agency, the job situation, and the value of field learning at the agency. Both student and instructor learn through the evaluation process.

3. Site visits at institutions and agencies concerned with the aging. The director of the field instruction program conducts these site visits at agencies interested in participating in field learning programs, and evaluates them in order to determine the agency's adequacy and the staff's competency to provide meaningful experiences for students. Once the program is underway, periodic site visits could be conducted to insure the continued participation of the agency, and to make sure that the students are receiving the best possible field instruction.

4. Student evaluation for exemption from field learning requirements. It is anticipated that many students in an external degree program in gerontology will enter the program with some volunteer or professional work experience in the field of aging. The learning gained from this experience can be evaluated for course credit, as will be described in the next chapter. The experience itself can also be evaluated for field experience credit, which would exempt the student from that part of the degree program. This evaluation requires some careful assessment on the part of the field instruction director, since it must be determined if the work experience corresponds closely enough to the types of field placements the student would have had, and whether the student has reached a satisfactory level of competence in the prior work experience. These are complex issues, and it will likely take extensive planning and experimentation before they are satisfactorily standardized.

Summary

This chapter has discussed the need for making field learning experiences available to students, and specifically for students in gerontology external degree programs. The field experience is an important part of professional development, and gives the student first-hand knowledge of the relationship between academic work and applied practices in the field.

In field learning, the student is the most important factor. The field placement must be made to meet the student's interests and career objectives, and should provide the student with a relevant and practical educational experience. However, the student should receive equal consideration for his or her prior work experiences, and receive credit for the learning that has already taken place. Thus, the field experience in a gerontology program is one that requires careful planning and counseling to best serve the students.

# CHAPTER FIVE

## EXPERIENCE-BASED LEARNING

The previous chapter stressed the importance of integrating field learning experiences into external degree programs that focus on gerontology. Equally important is evaluating and crediting knowledge that the learner has acquired through work or life experiences. The credits that are allowed for the experience-based learning can be used for advanced placement into degree programs, or can be substituted for any required field learning programs.

Adults who enter external degree programs very often have definite ideas about the area of study on which they want to focus, and often have had some experience working in that area. The external degree program may be viewed as a mechanism for some getting credit for what they already know, as well as for acquiring a degree that will serve as the credential for career advancement.

The adult learner with prior knowledge in certain academic areas has many choices of colleges and universities that have external degree programs and that evaluate experience-based learning for academic credit. An association called the Cooperative Assessment of Experiential Learning (CAEL) reports over 170 member institutions nationwide who are involved in crediting experiential learning. In New York State alone, there are about 20 CAEL members, including Empire State College, the CUNY Baccalaureate Program, Fordham University, The College of St. Rose,

Pace University, Syracuse University, Queens College and St. Thomas Aquinas College.

The difficulties of assessing independent, off-campus learning are widely recognized. The main purpose of the Cooperative Assessment of Experiential Learning project was to develop, through cooperative effort, improved methods of assessment - "methods that encourage flexible educational programs, assist the student in realizing educational goals, and to provide an equitable and reliable basis for granting credit" (CAEL, 1974).

This chapter describes several types of credentialing mechanisms used in evaluating experience-based learning, and their application to independent study programs in gerontology.

## Levels of Learning to Be Assessed

Generally prior learning is being examined at at least four related, hierarchial,levels.

1. The life work experience itself.
2. The knowledge, competence or skill gained from the experience.
3. The analysis of the learning gained from the experience.
4. The analysis and synthesis of discrete bodies of knowledge gained from the same or different experiences.

Each institution must make a decision as to the level of assessment used and the type of competencies needed in order to grant college credit. This decision about credit needs to be made before the assessment process begins.

## Documentation of Learning

The documentation of a student's prior knowledge can be done in several different ways, including standard examinations, third-party validation, product assessment and personal narrative. The

documentations are then assembled in a portfolio, and presented for assessment.

1. Standard Examinations: The term "standard examination" refers to exams such as the College Level Examination Program (CLEP), various Advanced Placement tests, the United States Armed Forces Institute (USAFI), which is now superseded by the CLEP exam, as well as the College Entrance Examination Board (CEEB), and the ACT Achievement Tests. It can also refer to examinations designed by individual educational institutions to be used for advanced placement and/or course credit for students in various academic disciplines.

Credit by examination remains a controversial issue at some institutions because of disagreements over which examinations to use, what scores are acceptable for credit, how much credit should be allowed, and whether credit will be accepted by other institutions. Yet in spite of this lack of agreement, credit by examination is widespread enough to have an impact on most institutions.

Considering both standardized and institutional exams, 93 per cent of the colleges and universities surveyed by CAEL use one, or a combination of tests, for granting credit or waiving course requirements. Seventy per cent employ both institutional and standardized types of exams, 19 per cent use only standardized exams, 4 per cent use only institutional exams, and 7 per cent report no use of either type of examination (CAEL, 1974, p. 19).

2. Third-Party Validation: Any substantiation of an experience, and the learning gained from it, by someone outside the credit-granting institution, can be considered third-party validation.

Inherent in any third-party validation is an evaluation of the level of the student's performance and the job functions required of the student in a particular setting. Third-party validation is similar to a letter of recommendation except that it avoids the pitfall of an overgeneralized and "flowery" letter. A third-party validation letter presents a detailed description of position duties and the correlation between academic course objectives and job objectives. For people already employed, this form of assessment verifies the job skills and responsibilities much more accurately than the job titles they hold.

3. Product Skill Assessment: Product assessment, as a form of third-party validation, recognizes that a certain piece of work has intrinsic, creditable value. Such products can be directly evaluated by a panel of experts from within or outside of the educational institution and credited in the appropriate discipline. Obvious examples of product assessment are paintings, sculpture, or ceramics, assessed for credit in art. Musical proficiency can be assessed for music credit. Professional writing, dancing, inventions, and acting, are further examples of skills which can be assessed for credit by a panel of experts.

4. Self-Assessment: All programs which grant credit for experienced-based learning, as reported in the CAEL project, require some form of narrative statement from students, such as descriptions of experiences, learning, or both. These narratives, or self-assessments, provide the assessor with the students' view of their work, the skills they possessed before the experience and subsequent learning acquired from the experiences.

Criteria for Assessment

The establishment of clear and mutually understood criteria is essential for constructing methods which accurately assess prior learning. Students, faculty, administrators, and third parties must be able to agree on what is to be credited, how that which is to be credited is to be documented, and what techniques will be used to assess the various kinds of learning, skills, and competencies. Most respondents in the CAEL survey agree that there can be prior agreement on what is to be credited and how the material is to be documented. However, agreement is lacking with regard to a priori criteria and methods of assessment.

Some Current Assessment Models

It is now possible to identify several types of "models" for awarding credit for experience-based learning. One model may be viewed as a faculty-based approach in which the initiative for working with the student in identifying potential credit and in assessing the learning is essentially a faculty responsibility.

Such programs vary in the degree to which they are standardized, but most are rather flexible. The student and the faculty work together to determine what type of credit should be applied for, and how it should be documented and assessed. The External Degree Program at Florida International University, Empire State, Minnesota Metropolitan, etc., provide good examples of a faculty-based approach.

Another model is the student-based approach in which the student assumes responsibility for identifying the learning

components and arranging for assessment. Students are often asked to make an initial self-assessment of their experience and request a certain number of credits based on this assessment. For example, a nurse's aide in a nursing home setting would, on his/her own initiative, request credits in a nursing-degree program based on the skills acquired through several years of work at the nursing home. A student in the banking industry would apply for credit in a related area of business administration.

In gerontology, a combination of both faculty-based and student-based approach models would be important because each student enters the program in gerontology with individualized backgrounds and skills, length of work experience in the aging field, and a wide array of objectives and career goals.

In sum, the rationale for granting credit for prior learning is based on the following principle: when one holds the learner to be the central figure in the educational process, knowledge is valid regardless of the source. When institutions of higher learning recognize the validity of such knowledge and education, the assessment of competency, and the documentation of learning will become a routine approach to education. Then, the difficulties encountered in assessing, documenting, accepting and transferring credits should be lessened.

The Institution's Definition of Competency

Without attempting a definition, competence has been used in this chapter as an inclusive term signifying learning outcome, knowledge, and skill in general, but often implying an ability to

perform and apply knowledge in a practical situation.

Pertaining to what specific competencies or outcomes are linked to prior learning, the results vary with the basic approach of the institution. If the institution awarding the credit takes a competency-based approach to its program, as is the case of Minnesota Metropolitan State College, then the students seeking prior learning credit are asked to think of their experience in terms of competencies. If, on the other hand, the institution attempts to relate the credit directly to courses, or even to blocks of course credit, there is less likely to be a strong emphasis on competencies. In these cases the outcomes of the experiential learning are likely to be viewed in terms of general education, or skills, or equivalencies to particular courses. For example, a person who had spent a number of years as a police officer might be given credit for several beginning courses in police science and administration rather than to attempt to discern what competencies related to police work he or she had attained as a result of the police work. Other examples can be found in the field of aging. Paraprofessionals in nursing homes and short-term care facilities could conceivably receive credits in introductory psychology, basic medical terminology and interpersonal relations courses. In this type of credit awarding, the knowledge acquired through actual work-experience stands in lieu of the introductory courses.

## The Mechanics of Assessment

Before applying these models of assessment of experiential learning to the field of gerontology, there are a few more topics

that arise in any discussion of experience assessment. These are the transfer of credit, who conducts the assessment, and the cost of assessment to the institution.

1. Transfer of credit: The problem of equivalency in coursework between institutions is one that is encountered by all institutions that admit transfer students. Generally, the decisio- on accepting transfer credit is made by the admissions officers, or the department to which the student has applied. It is important to remember that previous college work can be accepted as transfer credit for two purposes: either as elective hours to be applied toward the total number of credits necessary for degree completion, or as direct equivalents for courses required at the degree granting institution. The way in which the transfer credits are to be applied affects the way in which they are evaluated.

The CAEL survey reports that a number of institutions are attempting to develop narrative transcripts either as a reflection of their entire curriculum or for the specific purpose of dealing directly and comprehensively with the problem of recording credit for experiential learning. These detailed transcripts are proving to be of great value in the evaluation of transfer credit.

2. Procedural Decisions in Crediting: A more practical question concerns the assignments of personnel to the actual responsibility of deciding what credit the student should receive. Some institutions, for example, place this responsibility with an individual assessor or mentor while others place decisions regarding such credit in the hands of committees.

An obvious advantage to using an assessment committee is that

different types of expertise can be included. For example, a committee might include a faculty member from each of such areas as science, humanities, business, or,in the case of gerontology, various experts in aging in these respective disciplines. Such representation enhances the validity of judgments. One disadvantage is the added cost of using a committee instead of an individual assessor. Programs using individual assessors probably need more procedural structure and guidelines and more involvement of outside experts.

3. Cost of Assessment: Programs and institutions which treat the crediting of experience-based learning as an integral part of the total learning program do not, or often cannot, separate the cost of assessing prior learning from the cost of the total program. For example, the External Degree Program at Florida International University has no faculty of its own. Therefore, a professor who serves as a faculty advisor for an external degree student contracts to:

a. Evaluate the students' prior learning.
b. Help the student write his education contract.
c. Be available as the student's advisor for the entire time it takes to fulfill the contract.
d. Supervise the student in a certain number of independent study hours.

Students at Florida International University pay a $350.00 initial contract fee. It would be difficult, though perhaps not impossible, to determine the cost of the prior-learning evaluation alone.

Fordham University, as another example, uses a scale model, ranging from a minimum of $50.00 to a maximum of $200.00 for the

evaluation fee. If a student receives ten credits or less, a fee of $50.00 is charged; for eleven to twenty credits a $100.00 fee is charged; and so on, up to thirty-one to forty credits charged the maximum of $200.00. The Fordham system comes as close as any to "charging by the credit".

In addition to the administrative costs of assessment, the institution may have to pay their faculty for conducting the assessments. At some institutions, the faculty who work in independent study programs consider experiential learning assessment to be an integral part of their role as mentors or tutors. Thus, these faculty do not express a need to receive extra compensation for this aspect of their work, either in released time or cash payments.

Other institutions hire experts in different disciplines to conduct the assessments, paying them at an hourly rate. This approach is one used by external degree programs that do not have their own faculty, such as Thomas Edison College in New Jersey.

Experiential Learning and Gerontology

An institution offering independent study in gerontology could expect many of its students to enter the program with some prior knowledge of the field, acquired through either work or life experiences. The degree-granting institution would have to undertake the task of setting up guidelines for assessment of experience and competencies in gerontology.

There are several issues that should be included in programs that assess experiential learning in gerontology.

1. Transfer credit and documented experiential learning can work to the student's advantage if used for both advanced placement in the program and exemption from other degree requirements. For example, experience gained from working as a nurse's aide at a nursing home could be used for exempting the student from courses in the areas of interpersonal relations and health care needs of the elderly. The prior work experience could also serve as a substitute for any required field learning experience, if the student wishes to continue in that area of health care delivery systems.

2. The degree-granting institution has several choices available for the people or groups of people who conduct the assessment of experiential learning. For institutions which have their own faculty working in gerontology, the assessors could be individual faculty members, committees of faculty from different disciplines involved in the study of aging, or committees of faculty and program administrators who would work together to evaluate experiential learning. If the degree-granting institution has no faculty of its own, the assessors could be the program administrators, professionals from the community who have some background and expertise in gerontology, or perhaps faculty members from other colleges and universities.

The assessment of experience-based learning could also be conducted outside of the degree-granting institution. It has been suggested by this Project's Technical Advisory Committee on External Degrees that a Statewide review board be established to evaluate and assess experience in gerontology, and provide

recommendations to any college or university regarding credit for experiential learning in age-related areas.

Documenting Knowledge in Gerontology

The type of prior knowledge that a learner has about aging will vary considerably, based on the type and length of work experiences, or different types of life experiences. The nature of a student's knowledge of aging could range from living with or near an aged relative, to twenty years of experience as a senior center director. Thus the means for documenting knowledge in gerontology must be able to accommodate a wide variety of experiences.

The four types of documentation described earlier can be re-evaluated now to see how they can be used for prior learning in gerontology.

1. Standard Examinations: Although there are currently no standard examinations in gerontology available through CLEP, ACT, Advanced Placement exams, or USAFI, the avenues are open for examinations to be developed. In New York State, the Regents program is continually developing new examinations through the College Proficiency Examination Program (CPEP). If the need for exams in gerontology were firmly established, CPEP examinations could be developed to cover many different topics and levels of knowledge in gerontology. These CPEP exams could then be taken by any student and the results presented to the degree-granting institution for assessment.

Examinations can also be developed by individual institutions for their own students. These examinations would serve to test

the students' knowledge in gerontology and to allow for advanced placement and exemption from required courses. Whether the degree-granting institution accepts another institution's standard examinations for credit is an administrative decision that must be made individually.

2. Third-Party Validation: The most obvious example of this is letters or documentation from employers or supervisors who have direct knowledge of the learner's work in the field of aging. Presumably, the validation could cover the areas of work-related skills and competencies, ability to relate to older people, knowledge of the aging process, and organization and management skills. The assessment of these documents is most often used for advanced placement credit,rather than course exemption.

3. Product/Skill Assessment: The products or performances in gerontology presented for assessment may not be as tangible as they are in other disciplines. However, the "product" could be a grant proposal or area plan written by someone who has worked at an area agency on aging, or a report evaluating or describing a project on aging. The "performance" could be a demonstration by a senior center director of a successful and well-run senior center, including both its programs and its bookkeeping files. The possibilities are many, and the guidelines for assessment of these products and performances should be flexible enough to accommodate them.

4. Self-Assessment: This type of documentation is particularly valuable for learners with little or no formal work experience in the field of aging. The self-assessment could describe the learner's interest in gerontology, and the attitudes

toward aging that the learner has acquired through personal relationships with older people. This assessment could also document any reading or studying in the area that the learner has undertaken independently.

These four types of documentation are ones that are frequently used for students in other areas of study. Since gerontology is generally a "multidiscipline", the standard methods of documentation and assessment would probably need to be modified to accommodate its many facets. But the approaches are valid ones, and the modifications are possible ones.

Summary

The process of assessing experience-based learning is one that is done in many different ways at many different educational institutions. Regardless of how or where it is done, the underlying principle is the same: the knowledge itself is more important than the way it was acquired.

The study of gerontology is an area that is well-suited for crediting experiential learning. The assessment of this learning would greatly benefit the students in an external gerontology program, and an evaluation of the students' prior learning experiences could do much to strengthen and reshape the curricula in gerontology. The assessment process must be formulated and structured by each individual institution that administers such a program, but the benefits to both the students and the design of the degree program are great.

# CHAPTER SIX
# CURRICULA IN GERONTOLOGY

A core curriculum in any discipline identifies the minimum knowledge that students should have in that area. Gerontology, however, is generally regarded as a multidisciplinary area of study; its curriculum provides a structure for the blending and interface of knowledge from many disciplines. Gerontological programs in higher education often take on the additional responsibility of linking the professions with the disciplines through education and research which encourages an understanding of the contributions of each to the other (Beattie, 1973).

There is,nevertheless,a need for a core curriculum in aging which may be shared among a number of disciplines and professions. There are areas of knowledge about aging that are useful for all persons working with the aged. This chapter outlines a core curriculum in gerontology and shows how it can be adapted for use in a variety of external degree programs. Because the process of course design is specific to and dependent on individual institutional procedures, the core curriculum is described in conceptual terms rather than by course content.

## OUTLINE OF CORE CURRICULUM IN GERONTOLOGY

I. Concepts in Aging

A. The Aging Process

1. Aging as a universal process
2. Cultural variations in aging
3. What does it mean to grow old?

B. Who are the Aged?

1. Basic demography of the aging population
2. Changes and trends in the proportion of the older population
3. Urban-rural differences
4. Minority considerations

C. Individual Characteristics of Aging

1. Issues confronting the older person
2. Variations in general patterns of aging
3. Satisfying personal, expressive and influence needs

II. Content Areas in Aging

A. Social Aging

1. Role changes in adulthood
2. Changing roles of the older person in society and in the family
3. Intergenerational patterns
4. Retirement
5. Effect of loss of spouse

B. Biological and Physiological Aging

1. Theories of physical aging: why do we grow old?
2. Physical changes of normal aging
3. Senescence

C. Psychological Aging

1. Personality and adjustment
2. Learning and memory
3. Changes in intellectual functioning and information processing
4. Effect of health status

D. Physical and Mental Health

1. Aging and illness
2. Health maintenance
3. Nutrition
4. Social isolation
5. Psychopathology and depression

E. Death and Dying

1. The process of dying
2. Impact of medical technology
3. Dealing with grief
4. Ethical and legal aspects of dying
5. Patterns of terminal care

F. The Helping Process

1. Counseling techniques
2. Communication skills
3. Intervention techniques
4. Advocacy
5. Interpersonal skills

G. The Ecology of Aging

1. Income
2. Housing
3. Institutionalization and its alternatives
4. Transportation
5. Architectural barriers

H. The Aged and Society

1. Employment opportunities and Retirement
2. Education
3. Recreation and leisure
4. Voluntary associations and Volunteerism
5. Political mobilization
6. Sexuality

I. Public Policy and Aging

1. Legislation affecting the aged
2. Legal problems of the aged
3. Consumer affairs
4. Protective services
5. Existing Federal, State, local and private services for the aging

III. Application of Concepts and Content

A. Field Learning Experience

1. To provide affective learning experiences with older persons in a variety of community settings.
2. To provide students with an environment for integrating academic theories with practical experience.
3. To acquaint students with the range of services that the community provides to the aging.
4. To acquire and develop the skills that are necessary for working with the aging, and those that are specific to certain occupational areas.

The above outline permits a great deal of flexibility in the design of courses, contracts, examinations, and programs within a variety of external degree models. Dependent on the faculty and other resources at an institution, the suggested content can be modified to meet individual student needs and then

structured into any number of courses, contracts or examinations. For instance, the content areas could be presented in one course, or could be developed into five or six courses. As the aim of this project is to develop models for degrees which have concentrations in gerontology, it is logical for institutional faculty and administration to develop content areas into a range and variety of courses that would permit students to undertake a cumulative approach to the study of aging.

As an example, let's look at some possible variations in a program which provides a gerontology concentration in a Bachelor of Arts degree. If an institution requires a minimum of 18 credit hours for a major, students could take three courses with general, core knowledge about aging and three courses with specific, core knowledge about aging. The student could then add to this major field through elective courses in aging that relate to specific career areas such as social services, administration and management, health services, and planning and research.

Within the same program, the student who wanted only an introduction to gerontology could take one or two of the general core courses. Students who want a minor in gerontology could take all three of the general core courses and one of the specific core courses in gerontology (for twelve credit hours).

Program Goals

The first part of this chapter defined the areas of knowledge that should be common to all people who work with the aged. The next step is to determine program goals and to adapt the basic content areas in ways which achieve those goals.

In general, the overall program design of an external degree in gerontology is expected to:

1. Emphasize the aging process as a normal developmental stage of life, and one that is manifested in a unique and individual manner for each person.

2. Provide the student with the basic knowledge, skills and values to understand the aging process and to provide quality services to the aging in many different settings.

3. Provide the student with competence in one or more areas of specialization within gerontology as an aid to career preparation or advancement.

4. Emphasize gerontological education as a continuous process, with the baccalaureate degree as just one stage in the individual's life-long learning process.

5. Emphasize the relationship of the study of the aging process to the wide variety of related disciplinary areas, and encourage students to approach gerontology from a multidisciplinary base.

Given one possible set of content areas that can be considered as basic gerontological knowledge, values and skills, it is now necessary to show how these content areas can be transferred into instructional modes that correspond with external degree models. For the purpose of this report, three of the most prevalent models of external degrees will be considered: instructional, contractual and examination. The characteristics of the three models and the adaptation of the gerontology curriculum will be introduced here, and more fully explained in Chapter Seven on the design of the external degree models. The material that follows in this section should be interpreted as suggested modes of adaptation, recognizing that there are many other possible methods that a degree-granting institution may prefer.

Instructional Model

The instructional model is generally designed around content areas that can be structured into formal courses that are administered by faculty on an independent study basis, and may include brief periods of on-campus residency for lectures and examinations. In this model, the program faculty work with the students during the residency periods and are available for advice and counseling by mail and telephone in the independend study periods.

The role of the faculty in external degree programs is one that necessitates some areas of competency or methods of delivery that may differ from those needed for residential instruction. In this instructional model, the faculty members should have some competency and interest in gerontology, in addition to their disciplinary bases. The means for assessing this competency in gerontology cannot be standardized, but the program administrators should seek out faculty who have taught aging-related courses previously, who may have done research on aging, or who have expressed a strong interest in the field and are interested in instructing students in gerontology. If competent faculty are not available from within the educational institution, the program administrators should consider the use of knowledgeable community professionals as instructors. In fact, program administrators working with this model may find that the educational needs of their gerontology students can best be met by using experienced practitioners as faculty.

A second area of faculty competency is the ability to work well with adult students. Faculty members must not only adapt their

course content for external delivery, but must adapt content to the learning modes of adult students. The instructor must recognize that the adult students are entering the area of study with different levels of experience and different lengths of absence from formal study. These differences require a great deal of sensitivity and adaptability on the part of instructors who must be willing to deal with the adult student as an individual, not only as a member of a larger group.

A third requirement essential to the instructional model is the faculty member's acceptance of the value of experiential learning. In this model, the faculty serve as assessors of a student's experiential learning, and must be able to evaluate any experiences in the field of aging and to determine their relation to the program's academic requirements. One of the most important concepts of external degrees is that the knowledge is more important than the learning method, and faculty members assessing experiential learning must be in agreement with this principle.

The instructional model is generally based on traditionally-designed courses that are administered through independent study. The administrators and faculty of this type of program would have some flexibility in the design of courses and in establishing the number of credit hours that students should have in gerontology. One way to illustrate the adaptation of the gerontology curriculum to the instructional model is to arrange the suggested core content areas into six courses that would provide a student with 18 credit hours for a concentration in gerontology.

1. Introduction to Gerontology

   Credit hours: 3/semester or trimester
   Suggested content: The aging process, demography of the older population, individual characteristics of aging, social aging, biological and physiological aging, psychological aging.

2. The Aged and Society

   Credit hours: 3/semester
   Suggested content: Income, housing, institutionalization, transportation, architectural barriers, employment, retirement, education, recreation and leisure, voluntary associations, political mobilization, sexuality.

3. The Helping Process

   Credit hours: 3/semester
   Suggested content: Counseling techniques, communication skills, intervention techniques, advocacy, interpersonal skills.

4. Health Care Needs of the Aging

   Credit hours: 3/semester
   Suggested content: aging and illness, health maintenance, nutrition, social isolation, psychopathology, death and dying.

5. Public Policy and Aging

   Credit hours: 3/semester
   Suggested content: Current legislation affecting the elderly, legal problems, consumer affairs, protective services, community services.

6. Field Experience in Gerontology

   Number of hours: Various options can be offered:
   1 full day a week for one or more semesters.
   2 full days a week for one or more semesters.
   5 full days a week for a semester

The number of academic credits granted will depend upon the school's policy with reference to field courses. The usual format is one academic hour for each two field hours. For this model, it is suggested that students earn at least 3 credit hours through the field experience.

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Total credit hours = 18

Contractual Model

The contractual model is developed around the relationship between a student and a mentor. These two are partners in an individually designed learning experience. The student and the mentor establish the learning objectives of the student's education, design the curricula, and set up a contract of learning months in which the student will complete the work. The students in a contractual model (as in the other two models) have many learning methods available to them, including formal course work, standardized exams, internships and independent study.

The mentors, and any additional tutors working in a contractual model, need the same three competencies that are needed by faculty in the instructional model, but these competencies may be applied in a different manner. Ideally, the mentors of gerontology students should have some competency in the field of aging. However, since there may be only a small number of mentors at each learning center, this is not likely to be the case. A more realistic recommendation is that the mentors have some Social Science or Social Work background, and have a genuine interest in helping students realize their goals in the field of gerontology. Any deficiencies in the mentor's knowledge of gerontology can usually be compensated for by using competent, experienced community professionals as tutors. These tutors serve to fill gaps in the student's knowledge of aging and/or supervise internship experiences. The mentor's competencies in working with adult students and assessing experiential learning correspond to those described under the instructional model.

The adaptation of the suggested core curriculum is a little more difficult to present than it was for the instructional model because there are so many options available to the student. Generally, students fulfill degree requirements by designing (with their mentor) self-instructional courses and internship experiences, or they take courses or qualifying examinations offered by other schools. For the purpose of this model, the suggested core content will be arranged into five contract units, assuming that any or all of these units can be replaced by experience-based learning, standard examinations, or courses taken at other schools.

(Note: 4 credit hours equal one contract month of full-time study, 40 hours a week, or two contract months of part-time study, 20 hours a week)

1. Overview of Aging

   Credit hours: 4/full-time contract month
   Suggested content: The aging process, demography of the older population, individual characteristics of aging, social aging, biological and physiological aging, psychological aging.

2. The Aged and Society

   Credit hours: 4/full-time contract month
   Suggested content: income, housing, institutionalization, transportation, architectural barriers, employment, retirement, education, recreation and leisure, voluntary associations, political mobilization, sexuality.

3. The Helping Process

   Credit hours: 4/full-time contract month
   Suggested content: counseling techniques, communication skills, intervention techniques, advocacy, interpersonal skills.

4. Health Care Needs of the Aging

   Credit hours: 4/full-time contract month
   Suggested content: aging and illness, health maintenance, nutrition, social isolation, psychopathology, death and dying.

5. Public Policy and Aging

Credit hours: 4/full-time contract month
Suggested content: Current legislation affecting the elderly, legal problems, consumer affairs, protective services, community services.

Total credit hours = 20

Total contract months = 5 of full-time study

In the contractual model, it is likely that students will elect to cover some of these gerontology content areas by means of internship experiences. Indeed, if the student has not had any first-hand experience by the time the core curriculum is completed, a field learning experience is strongly recommended.

Examination Model

Earning a degree through the examination model depends on the successful completion of proficiency examinations. In this model, the administrative personnel selects a faculty committee with knowledge in a certain content area. This committee sets the learning objectives in that area, develops standardized proficiency exams, and arranges for special assessments in areas where there are no examinations.

In the examination model, the administrative structure provides the student with a minimum of academic counseling; the competencies required by the faculty and mentors in the other models are divided among different components of the examining model. The personnel in the administrative body need to be able to respond to the needs of adult students and to assess the value of experiential learning. Competency in the area of gerontology is essential for the faculty committees that design the proficiency exams and conduct special

assessments, and the program administrators make a concerted effort to seek out educators and professionals for their committees who have such expertise.

The examination model allows for a great deal of flexibility in the design of gerontology examinations. One possible alternative is to design two examinations for a total of 18 credits that would include the material in the suggested core curriculum and meet the minimum requirements for a concentration in gerontology. The student would fill the balance of credits required with other, more specialized exams.

(Note: For the following examinations, the progress is self-paced, and the knowledge necessary for successful completion of the exam is determined by the faculty committee).

1. The Aging Process

   Credits: 9
   Suggested content: overview of the aging process, demography of the older population, individual characteristics of aging, social aging, biological and physiological aging, psychological aging.

2. Aging in American Society

   Credits: 9
   Suggested content: ecology of aging, the aged and society, public policy and aging, the helping process, physical and mental health, death and dying.

These two examinations could be divided into more examinations with fewer credits each. However, this decision rests with the faculty committee, as the purpose of the above illustration was only to show how the suggested core content can be covered in a compact way. As in the instructional and contractual models, it is recommended that students incorporate internships and

first hand experience into the knowledge necessary for completing the examinations.

## Summary

This chapter has proposed an outline of basic knowledge about aging that is applicable to almost all career areas in gerontology. This is by no means an absolute proscription for all institutions, as it is fully recognized that requirements and procedures at different educational institutions will necessitate changes and adaptations. However, the Project Staff believe it important to outline a gerontology curriculum, and to show how this curriculum can be used in different models of external degrees.

The next chapter will illustrate the procedures involved in the adaptation of a gerontology curriculum into existing external degree programs in New York State, and will present some possible pathways for students to meet both the basic liberal arts and proposed gerontology requirements for baccalaureate degrees.

# CHAPTER SEVEN

# MODEL DESIGN

## Introduction

There are campus centers in New York State which offer gerontologically related course work at the baccalaureate and/or graduate level to residential students. But there is a paucity of opportunities for those who are already professionally involved in service to the aging and who need and want further education. There are external degree programs in other fields which offer alternatives to the traditional, residential degree work, but not in gerontology. This project, using resources from the State Office for the Aging, Syracuse's All-University Gerontology Center, and Syracuse University's (University College) Independent Study Degree Programs, suggests ways to bridge that gap quickly and as effectively as possible.

This study has sought to (1) to find out what is being taught in this field, where it is accessible to students and in what forms; (2) to identify and to describe various models of currently operational external degrees; (3) to assess the educational needs of those who work with the aged; and (4) to construct, from components of the preceding three, combinations which incorporate all these elements. Further, the aim has been to construct models which could be implemented quickly (as soon as 1976) and efficiently (with a minimum amount of modification), leaving what is not currently feasible under these two criteria for later development.

## Guidelines for Model Development

Potential Student Body:

We can assume certain common factors to exist within the

potential student body, factors which determine, to a large degree, the kind of educational opportunity which is needed. The students will be, for the most part, adults or retirees, already experienced in serving the aging, people who have had some college work, but who have no degree (associate or baccalaureate), men and women who are motivated to expand their knowledge in order to be better at their present jobs and to provide avenues for upward mobility, but who are unable because of family or job related or financial responsibilities to take degree work in residence.

While there will be a certain amount of financial support available to them through loans, grants, TAP funds and other sources, cost of degree work will be an important factor. So will completion time and time spent away from job and family. Since adult students present a wide variety of prior college work and experiential learning at the time of their admission to an external degree program, their completion times vary accordingly. Further, because of the other demands (family, jobs, health, financial, community service) made upon these students' energies, planners must allow for those who want to accelerate their academic programs as well as for those who may need to "drop out" for a while and return to degree work later. These factors dictate a self-paced structure for students who want to continue their education, but who do not have carte blanche endorsements to do so from their agencies, supervisors, institutions, or family and community situations.

They will want to make their academic work relate to their professional lives and will seek ways of establishing credit for what they already know as well as for designing projects which

incorporate case studies and/or direct work experience with theory. They may even want to take advantage of supervised internships if their experience in certain areas of the field is limited. Students in external degree programs need strong supportive services in the areas of academic advisement and career planning. They also need encouragement to continue and to complete individual courses or contracts as well as the total degree program, help with academic records and financial aids, and as much stimulation, tutoring, and encouragement as is possible from faculty. The students who do best are those who avail themselves of every possible service; the programs that do best for their students are those which are committed to the extra cost and effort of supportive services.

Planning Goals as Articulated by the Advisory Committee

Just as we can assume common factors among our student body, a few goals seem to be generally assumed by those advising us on planning how to meet our potential students' needs. The academic work should be planned to culminate in a baccalaureate degree; the gerontology core should be related to other disciplines; the degree should be broadly based in the liberal arts; if possible, some management (business administration) courses should be included; the degree should carry a high acceptance factor, that is to say it should be recognizable and valid rather than "special" and experimental.

Further, the external degree should seek, in every possible way, to meet currently unmet educational needs in the profession. It should not reiterate or duplicate training programs or in-service educational oppportunities, nor should it lose sight of the basic fact that service to the aged is primarily a humanistic profession.

In other words, it should have at its core the human endeavor rather than the specialization of technology.

Communication skills, the psychology of individual and social behavior, the knowledge of man's cultural legacy, the scientific method, as well as the sciences of genetics, physiology and the aging process - all of these are fundamental to a perception of the role and the experience of the aging in our society.

Rationale for External Degrees

Blending these planning goals with the logistical needs of the potential student body is no easy task. Yet the external degree format allows the best approach to the problem.

Already in operation in New York State are three distinct, possible models: the examination model (Regents External Degree), the contractual model (Empire State College), and the Instructional model (Syracuse University and others). The three, or any one of the three, provide the logistical framework needed for our potential student body: flexibility of residence and time, self-paced study, academic work which can be individualized, and a structure which can include previous college work, as well as experientially gained learning.

A brief comparison of the three in regard to eight description factors is as follows:

I. Examination Model

A. Established curricular structure
B. No campus setting
C. No faculty assigned to students
D. No residency required
E. Self-paced progress
F. Fee structure to determine cost
G. Credit hours as basis of degree requirements
H. Autonomous unit within larger unit

II. Contractual Model

A. Individually designed curricular structure
B. No campus setting
C. Mentors (Full-time and adjunct tutors) assigned to students
D. No residency required
E. Contracted time periods for progress
F. Fee structure to determine cost
G. Contract months as basis of degree requirements
H. Autonomous unit within larger unit

III. Instructional Model

A. Established curricular structure
B. Campus setting
C. Faculty assigned to students
D. Minimum residency required
E. Trimester/Semester as basis of progress
F. Fee per credit hour to determine cost
G. Credit hours as basis of degree requirements
H. Supported unit within larger unit

Given these three models which are already serving students in other disciplinary concentrations and degree programs, the adoption of a gerontological core and the desirable liberal arts and business administration courses becomes a problem in modification rather than construction.

Essentially, the major necessary modifications would be these. In the examination model, the baccalaureate in business administration, baccalaureates in science and liberal arts, and associate degrees in science and liberal arts are already available, but the only degree program that can be modified is the BA/BS program, which has a liberal studies option. Examinations for the gerontological core would need to be developed and the general education and/or business administration requirements amended to reflect the addition of 18 hours of course work in gerontology.

This model has shortcomings in terms of student support services and internship possibilities, but is strongly advantageous

in regard to costs, transfer of prior credit, and self-paced learning The degree would be other than gerontology, obviously, but the program would provide the specialized core. Because of the absence of faculty who could individualize course work, help students design special projects and the like, the program would be, perhaps, more sterile than the other two from the point of view of an inter-disciplinary approach. The examining model, however, could encourage students to take course work locally and to transfer it to the degree-granting unit, thereby enriching the students' total program and making use of the courses and structured gerontology resources which are available throughout the State.

In the contractual model, the major requirement for incorporating the gerontological core would be to identify and enlist community professionals as tutors. Since the contractual model is based on an individualized degree requirement, care should be taken to insure sufficient liberal arts requirements so that the broad goals of the humanistic approach are not lost.

This model is ideal in terms of internship or work-related study possibilities, it affords self-paced learning, and a minimum of "center" based residency. It would also afford the largest opportunity for credit for experiential learning of the three possible models. Its major disadvantages are its small core of mentors at any given center and its dependence upon finding expert knowledge among community professionals and/or adjunct tutors.

Among the instructional models, Syracuse University has the oldest, best known operational program. The major modifications

necessary to establishing a gerontological core in that model would be the addition of a few specialized faculty to its liberal arts and business administration undergraduate faculties and the addition of a block of credits which could be used either as internship projects or as a mechanism for evaluating and crediting already gained experiential learning.

The instructional model is strong in terms of student support services and individualized instruction. Because its degrees are not autonomous but are governed by the larger university, they are both more rigidly proscribed and more prestigious. Its tuition costs are higher than the other two models, it requires set residency periods for classroom work, but it encourages transfer of credit from other institutions and allows for its students to progress at their own paces.

Process of Implementation

The process of implementation will vary with each of the three models because of their inherent differences. In general, however, the process in all three instances can be described in terms of modification and supplementation with varying emphases, priorities, and sequences.

The contractual model is perhaps the least complex. A general implementation outline could include the following action steps:

1. Determine policies in the following areas to guide contract building between students and mentors:

   a. What basic skills are necessary to meet generalized, preparation goals

   b. What specialized, i.e., gerontology, work would be most beneficial to each student's educational goals.

c. How shall this preparation be accomplished.

d. Who is competent to guide the students' preparation (mentor, adjunct faculty,etc.).

e. How much time should be allowed to master these contractual goals.

f. Who shall assess experiential learning for advanced placement and how shall the student present it for assessment.

2. Begin approval process.

The examination model must undergo some supplemental structuring in order to provide the specialized course work and examinations. It could follow the outline below to achieve a baccalaureate program which allows for a concentration in gerontology.

1. Determine what courses/examination already available would be most useful to the student seeking gerontological education.
2. Identify and "specialty" subjects which are also already available (e.g., the Regents External Degree's nursing program might be a resource for health care subjects).
3. Identify faculty teams to construct courses and examinations in the area of concentration
4. Determine degree requirements to allow for the inclusion of:

    a. gerontology courses

    b. specialty options

    c. management (business administration) courses

5. Establish assessment policies for evaluating experiential learning in the area of concentration.
6. Begin approval process.

In the instructional model, as in the examination model, implementation will involve the addition of courses and faculty and some modification degree requirements. If, however, the courses are already available and there are faculty already teaching them, this too, becomes a process more of modification than of addition. The process could be accomplished in the following progression:

1. Modify existing degree requirements to include:
    a. gerontology core
    b. liberal studies courses to give necessary communication skills, basic psychology, science, economics, behavioral sciences
    c. management (business administration) courses.
2. Identify "specialty" options (such as dietetics, facilities planning, etc.) and modify the curricular structure to allow for these.
3. Establish policy for assessment of experiential learning and/or internship training.
4. Identify faculty resourses for:
    a. gerontology core
    b. specialty options
    c. assessment teams and/or internship supervision.

5. Ascertain possible structures of course registration which would allow students to progress towards degree completion via these modifications.
6. Begin approval process.

All three processes of implementation end with the necessity of gaining approval for their modifications, and the next section of this report deals with approvals, resource development, and cost of implementation. But before moving to those topics, it might be useful to see at least one of the implementation processes in graphic form. The instructional model, with its clearly defined core course, area distribution, and elective requirements as well as its set registration periods, presents an easily charted picture of the modifications necessary.

On the two chart pages which follow, the gerontology core is assigned to the elective area; secondary requirements are modified to allow for interdisciplinary approaches; business administration courses are added to the liberal studies program in the elective category.

Further modifications could occur in the following areas: instead of Literature 1, Philosophy 1, and Fine Arts 1 in the primary humanities area, nine hours of basic communication skills could be substituted (composition, speech); more psychology could be added in the social science area; and "specialty" options such as nutrition/dietetics might be adapted to the natural science area and/or added to the elective hours.

# SAMPLE BACCALAUREATE PROGRAM IN INSTRUCTING MODEL

NAME Student in BA/Gerontology Program DATE

1. Advance credit granted 0 credit hours.
2. Additional advance credit 0 credit hours. Date

## PRIMARY REQUIREMENTS ( 57 Cr. Hrs. )

| HUMANITIES AREA<br>Eighteen (18) Cr. Hrs. Required. | Hrs. |
|---|---|
| Literature 1 | 3 |
| Literature 2 | 3 |
| Philosophy 1 | 3 |
| Philosophy 2 | 3 |
| Fine Arts 1 | 3 |
| Fine Arts 2 | 3 |
| | 18 |

| MATHEMATICS AREA<br>Twelve (12) Cr. Hrs. Required. | |
|---|---|
| Elementary Math. 1 | 3 |
| Elementary Math. 2 | 3 |
| Linear Algebra | 3 |
| Mathematical Analysis | 3 |
| | 12 |

| SOCIAL SCIENCES AREA<br>Twelve (12) Cr. Hrs. Required. | |
|---|---|
| Social Study of Man | 3 |
| Introductory Sociology | 3 |
| Sociology 2 | 3 |
| Personality & Behavior | 3 |
| | 12 |

| SCIENCES AREA<br>Twelve (12) Cr. Hrs. Required. | |
|---|---|
| General Biology 1 | 3 |
| General Biology 2 | 3 |
| Physical Science 1 | 3 |
| Physical Science 2 | 3 |
| | 12 |

| | |
|---|---|
| TOTAL PRIMARY REQUIREMENT | 54 |
| TOTAL SECONDARY REQUIREMENT | 18 |
| ELECTIVES | 48 |
| TOTAL REQUIRED FOR GRADUATION | 120 |

COMMENTS

## SECONDARY REQUIREMENTS ( 18 Cr. Hrs.)

Six (6) Cr. Hrs. are Required in Three of the Four Areas.

| HUMANITIES AREA | Hrs. |
|---|---|
| Special Studies-Lit./Aging | 3 |
| Special Studies-Philos./Aging | 3 |
| | 6 |

| MATHEMATICS AREA | |
|---|---|
| | 3 |
| | 3 |
| | 6 |

| SOCIAL SCIENCES AREA | |
|---|---|
| Complex Organizations | 3 |
| Introductory Economics | 3 |
| | 6 |

| SCIENCES AREA | |
|---|---|
| Human Genetics | 3 |
| Spec.Studies-Biology/Aging | 3 |
| | 6 |

TOTAL SECONDARY REQUIREMENT 18

## ELECTIVES (48 Cr. Hrs. )

Select from any of the above areas up to a maximum of 30 Cr. Hrs. in one area. 18 FREE Cr. Hrs may be selected from any academic area

| | |
|---|---|
| Gerontology: Introduction to Gerontology | 3 |
| The Aged and Society | 3 |
| The Helping Process | 3 |
| Health Care Needs of the Aging | 3 |
| Public Policy and Aging | 3 |
| Field Experience in Gerontology | 3 |
| Special Studies-Social Sciences- | 3 |
| Topics on Aging (6) | 3 |
| Advanced Social Sciences- | 3 |
| Topics on Aging (6) | 3 |
| Legal Environment of Management | 3 |
| The Managerial Environment | 3 |
| Management and Society | 3 |
| Elective | 3 |
| Elective | 3 |
| Elective | 3 |
| | 48 |

FROM WHICH LIBERAL STUDIES AND BUSINESS ADMINISTRATION COURSES WERE CHOSEN

90

## LIBERAL STUDIES

### HUMANITIES AREA

| | |
|---|---|
| ISP 110 - Literature 1 | 3 cr. hrs. |
| ISP 210 - Literature 2 | 3 cr. hrs. |
| ISP 310 - Literature 3 | 3 cr. hrs. |
| ISP 410 - Literature 4 | 3 cr. hrs. |
| ISP 111 - Philosophy 1 | 3 cr. hrs. |
| ISP 211 - Philosophy 2 | 3 cr. hrs. |
| ISP 311 - Philosophy 3 | 3 cr. hrs. |
| ISP 411 - Philosophy 4 | 3 cr. hrs. |
| ISP 112 - Fine Arts 1 | 3 cr. hrs. |
| ISP 212 - Fine Arts 2 | 3 cr. hrs. |
| ISP 312 - Fine Arts 3 | 3 cr. hrs. |
| ISP 412 - Fine Arts 4 | 3 cr. hrs. |
| ISP 318 - Special Studies in Humanities | 1-9 cr. hrs. |
| ISP 419 - Senior Thesis: Humanities | 1-9 cr. hrs. |

### MATHEMATICS AREA

| | |
|---|---|
| ISP 120 - El. Concepts of Modern Math. | 3 cr. hrs. |
| ISP 121 - El. Concepts of Modern Math. 2 | 3 cr. hrs. |
| ISP 220 - Linear Algebra | 3 cr. hrs. |
| ISP 221 - Math. Methods of Analysis | 3 cr. hrs. |
| ISP 222 - Math. Methods of Analysis | 3 cr. hrs. |
| ISP 320 - Mathematical Models | 3 cr. hrs. |
| ISP 321 - Mathematical Models | 3 cr. hrs. |
| ISP 420 - Probability & Statistics | 3 cr. hrs. |
| ISP 421 - Probability & Statistics | 3 cr. hrs. |
| ISP 422 - Hist. & Philosophy of Math. | 3 cr. hrs. |
| ISP 328 - Programming Lang. for Math. | 1-9 cr. hrs. |
| ISP 429 - Senior Thesis: Mathematics | 1-9 cr. hrs. |

### SOCIAL SCIENCE AREA

| | |
|---|---|
| ISP 140 - Intro. to Social Study of Man | 3 cr. h |
| ISP 141 - Intro. to Political Science | 3 cr. hrs. |
| ISP 240 - Intro. to Sociology | 3 cr. hrs. |
| ISP 241 - Sociology 2 | 3 cr. hrs. |
| ISP 242 - Personality & Interaction | 3 cr. hrs. |
| ISP 243 - Sociology of Complex Organizations | 3 cr. hrs. |
| ISP 244 - Behavioral Science Methods | 3 cr. hrs. |
| ISP 340 - Intro. to Economics | 3 cr. hrs. |
| ISP 341 - Intermediate Economics | 3 cr. hrs. |
| ISP 342 - Early American History | 3 cr. hrs. |
| ISP 343 - American History | 3 cr. hrs. |
| ISP 344 - Intergvtl. Rel.: Theo., Inst. & Practice | 3 cr. hrs. |
| ISP 348 - Special Studies: Social Science | 1-9 cr. hrs. |
| ISP 449 - Senior Thesis: Social Science | 1-9 cr. hrs. |
| ISP 440 - Special Topics | 1-9 cr. hrs. |

### PHYSICAL SCIENCE AREA

| | |
|---|---|
| ISP 160 - Physical Science 1 | 3 cr. hrs. |
| ISP 260 - Physical Science 2 | 3 cr. hrs. |
| ISP 360 - Modern Physical Science | 3 cr. hrs. |
| ISP 460 - History of Physical Science | 3 cr. hrs. |
| ISP 461 - Philosophy of Physical Science | 3 cr. hrs. |
| ISP 368 - Special Studies: Physical Science | 1-9 cr. hrs. |
| ISP 469 - Senior Thesis: Physical Science | 1-9 cr. hrs. |

### BIOLOGICAL SCIENCE AREA

| | |
|---|---|
| ISP 150 - General Biology 1 | 3 cr. hr |
| ISP 250 - General Biology 2 | 3 cr. h |
| ISP 350 - Human Genetics | 3 cr. hrs. |
| ISP 450 - Hist. & Philosophy of Biological Sci. | 3 cr. hrs. |
| ISP 358 - Special Studies: Biology | 1-9 cr. hrs. |
| ISP 459 - Senior Thesis: Biology | 1-9 cr. hrs. |

## BUSINESS ADMINISTRATION

### FINANCIAL INFORMATION SYSTEMS CORE

| | |
|---|---|
| ISP 230 - Intro. to Accounting | 3 cr. hrs. |
| ISP 231 - Survey Field of Financial Mgt. | 3 cr. hrs. |
| ISP 232 - Intro. to Money & Banking | 3 cr. hrs. |

### ENVIRONMENTAL STUDIES CORE

| | |
|---|---|
| ISP 233 - The Legal Envir. & Mgt. | 3 cr. hrs. |
| ISP 234 - The Managerial Environment | 3 cr. hrs. |
| ISP 235 - Management & Society | 3 cr. hrs. |

### ACCOUNTING CONCENTRATION

| | |
|---|---|
| ISP 430 - Theory of Financial Acctg. | 3 cr. hrs. |
| ISP 431 - Cost Analysis & Control | 3 cr. hrs. |
| ISP 432 - Advanced Accounting Topics | 3 cr. hrs. |
| ISP 439 - Senior Thesis: Accounting | 1-9 cr. hrs. |

### FINANCE CONCENTRATION

| | |
|---|---|
| ISP 433 - Financial Resource Mgt. | 3 cr. hrs. |
| ISP 434 - Money, Banking & International Fin. | 3 cr. hrs. |
| ISP 435 - Portfolio Invest.: Anal. & Policy | 3 cr. hrs. |
| ISP 439 - Senior Thesis: Finance | 1-9 cr. hrs. |

### LOGISTICS CORE

| | |
|---|---|
| ISP 330 - Logistics 1 | 3 cr. hrs. |
| ISP 331 - Logistics 2 | 3 cr. hrs. |
| ISP 332 - Logistics 3 | 3 cr. hrs. |

### QUANTITATIVE ANALYSIS CORE

| | |
|---|---|
| ISP 333 - Data Analysis | 3 cr. hrs. |
| ISP 334 - Statistics for Mgt. Application | 3 cr. hrs. |
| ISP 335 - Decision Models | 3 cr. hrs. |

### MARKETING CONCENTRATION

| | |
|---|---|
| ISP 530 - Marketing Analysis | 3 cr. hrs. |
| ISP 531 - Marketing Strategy | 3 cr. hrs. |
| ISP 532 - Marketing Planning & Control | 3 cr. hrs. |
| ISP 439 - Senior Thesis: Marke[illegible]g | 1-9 cr. hrs. |

### MANAGEMENT CONCENTRATION

| | |
|---|---|
| ISP 533 - Organization Behavior | 3 cr. hrs |
| ISP 534 - Personnel Management | 3 cr. hrs. |
| ISP 535 - Policy Formulation & Admin. | 3 cr. hrs. |
| ISP 439 - Senior Thesis: Management | 1-9 cr. hrs. |

The flow chart of registration time and sequence assumes no advanced placement and full-time academic work. It too could be adapted to a less than full-time student's schedule, to some advanced placement, and to more flexible registrations, i.e., some trimesters with three or six hours instead of nine or twelve as well as some trimesters with no registered hours.

## SAMPLE CURRICULUM STRUCTURE

| YEAR | FALL TRIMESTER | | WINTER TRIMESTER | | SUMMER TRIMESTER | |
|---|---|---|---|---|---|---|
| 1 | Literature 1 | 3 | Literature 2 | 3 | Elementary Math. 1 | 3 |
| | Philosophy 1 | 3 | Philosophy 2 | 3 | General Biology 1 | 3 |
| | Fine Arts 1 | 3 | Fine Arts 2 | 3 | Sociology 1 | 3 |
| | | | Social Study of Man | 3 | | |
| 30 cr.hrs. | | 9 | | 12 | | 9 |
| 2 | Elementary Math. 2 | 3 | Physical Science 1 | 3 | Physical Science 2 | 3 |
| | General Biology 2 | 3 | Linear Algebra | 3 | Math. Analysis | 3 |
| | Sociology 2 | 3 | The Aged & Society | 3 | Personality & Behavior | 3 |
| | Introduction to Gerontology | 3 | | | | |
| 30 cr. hrs. | | 12 | | 9 | | 9 |
| 3 | Literature & Aging | 3 | Health Care of Aged | 3 | Field Placement | 3 |
| | Complex Organizations | 3 | Public Policy & Aging | 3 | Elective | 3 |
| | The Helping Process | 3 | Introduction to Economics | 3 | | |
| | Elective | 3 | Philosophy & Aging | 3 | | |
| 30 cr. hrs. | | 12 | | 12 | | 6 |
| 4 | Legal Envir. of Management | 3 | Managerial Environment | 3 | Management & Society | 3 |
| | Human Genetics | 3 | Biology & Aging | 3 | Special Topics on Aging | 6 |
| | Elective | 3 | Special Topics on Aging | 6 | | - |
| 30 cr. hrs. | | 9 | | 12 | | 9 |

TOTAL: 120 credit hours, 4 years of study at full-load

Approvals, Resource Development, Implementation Costs

Each of the three models has its individual approval mechanisms; all of them are governed by the State and need the State's approval. In the examination model, a committee of faculty develops the examinations which are then standardized and tested. The contractual model's autonomy and individualized approach give it some leeway, but it still must have approval from its centralized administration body before it contracts in new ways with its students. The instructional model must seek faculty approval both at the college and university senate levels for any new curricular structure. All three models must have State Education Department approval for any significant changes in their curricular structures.

The assumption is that one of the benefits of using operational structures comes from the existence of already developed faculty and educational resources. Here, the instructional model has an advantage since it can choose from a great many already trained faculty without having to develop new resources, whereas the examination model must develop new examinations and the contractual model must seek community, adjunct faculty resources for each individual student in a variety of local settings. Even in the latter two cases, however, resource development is confined to the gerontological, or small, portion of the total program.

Just as in resource development, there is a great deal of cost-effective benefit in modifying established structures rather than building new ones. However, there is still the obvious need for institutional commitment in terms of financial support for added clerical, administrative, and academic staff; promotional

and/or recruitment efforts; and the usual costs associated with beginning a new degree program. A rough estimate of these initial costs would be no more than $75,000 to $100,000 to implement a gerontological program in any one of the three models. These funds should cover new faculty and/or tutors, examination development where applicable, and administrative costs.

Use of Other Than External Degree Resources

Without exception, all three models would be amenable to their students' use of other institutional resources. The Project's surveys reveal gerontological course work all over the State (See PP 22-24), which could be taken locally and transferred to any one of the external degrees. Further, course work in the liberal arts and business administration could also be taken locally and transferred. In other words, no student would need to avail himself of only one educational program, but could, rather, use the external degree model as "home base" and venture elsewhere within fairly broad parameters. The only limitations would be those of meeting the degree requirements of the examination and instructional models and the minimum hour requirements of any of the degree granting institutions.

Again, it might be helpful to use some specific examples, albeit hypothetical, of how various educational backgrounds, experiences, opportunities, and goals could be combined and could culminate in an external degree. Let us suppose three students; Mr. Jones, Ms. Smith, and Ms. Brown. Jones has had some college (21 hours of general, liberal arts courses) and

has been working three years as administrator and business manager for a senior citizens center. Smith had had 64 hours of college work before she married and has been a volunteer programmer and recreational facilitator at a retirement home. Brown has had no college work and has moved from volunteering in a nursing home to being its full-time paid Volunteer Coordinator. All three want baccalaureate degrees with a concentration in gerontology; all three live within commuting distance of a community college.

One option open to both Jones and Brown is an obvious one: complete an associate program in either liberal arts or business administration at their community college's evening course program, then transfer to one of the external degree models. However, both may find commuting cumbersome, especially in the winter months. It would be possible to enroll immediately in one of the external degree programs and use the community college for the summer term.

Jones ought to consider taking the CLEP examinations in accounting and the Regents examination in finance; Brown should be able to use her on-the-job experience as the basis for special project and/or internship purposes. Both may be able to provide portfolio evaluations of their work experiences which could be assessed for college credit.

Although Smith has 64 transferrable credit hours, she did not take either psychology or natural science; for her, then, the community college could provide the resource for these courses either before she enrolls in an external degree program or during the first terms of her enrollment. With the addition of these basic courses, her external degree curriculum should be virtually all upper-division gerontology, advanced courses in the liberal

studies, and either business administrator or specially elective courses.

The fact that all three students are currently in the field should enrich their academic programs and provide the basis for special job-related research or project work. All three, likely, could receive credit for the field placement portion on the basis of what they've already done.

These students present examples of using prior college work, standardized examinations, local educational resources, and experiential learning to achieve advanced placement in an external degree program; they also exemplify the on-going usefulness of the job setting in terms of internship credit, research, and special project work.

Summary of Model Design

An external degree program with a concentration in gerontology is possible. Moreover, its implementation could be quick and effective if the process of modification rather than new construction is used. The three external degree models already in operation could be adapted with relative ease to accommodate students in gerontology.

The educational goals for gerontological degree work and the logistical needs of our potential student body dictate a strong emphasis on the humanistic approach, a broadly based liberal education, a flexible and self-paced structure which is designed to meet the needs of and be supportive to adult students who have other responsibilities in addition to their motivation for continued education.

Existing resources do not achieve the ideal, but they do afford a variety of educational modules which, when brought together under the umbrella of the external degree, could serve well until the ideal can be developed.

# CHAPTER EIGHT

## CONCLUSIONS AND RECOMMENDATIONS

The intent of this project has been to explore the subject of a variety of external degree models that could be offered to non-credentialed persons who are providing (or who want to provide) human services to persons in New York State. The initial motivation for the project had two elements: first, that these non-credentialed service workers could benefit in terms of improving their present and future job status by acquiring an academic credential; and second, that the knowledge acquired through the credentialling process would improve the quality of services to older persons.

The preceding chapters (and the following apendices) present the results of this project's investigation. The most significant findings are the potential models for external degrees, educational resources in New York State to provide external degrees, and the need/demand for this type of educational activity. Essentially, there are three different models of external degree achievement that can be adapted with emphasis on gerontology: the instructional model, the contractual model and the testing model. A variety of educational institutions in New York State have had extensive experience with, and the capability of, delivering each of the three models. In addition, educational resources are available throughout the state to provide instruction in many aspects of gerontology. While most of the institutions surveyed do not offer an array of gerontological content in depth, courses in gerontology are available at 137 of 168 colleges and universities in the state,

with 16 of these institutions having formal or structured programs in gerontology.

In terms of available educational resources, therefore, the project's conclusions are clear. With some modification, a great many educational opportunities (including external degrees) could be offered at the baccalaureate level to students who wanted to take advantage of them. It is also clear, however, that there appears to be neither a need nor a demand for an external degree program in gerontology at this time. This conclusion has been drawn from the opinions of employing organizations. Basically, this information indicates the following: (1) job opportunities are limited, if not decreasing; (2) most employers wish to lure personnel trained in specific professions, (i.e., nursing, social work, physical therapy, administration); (3) some need was expressed for persons with specialized Masters degrees with an emphasis in gerontology but no need was indicated for personnel with a B.A. degree with concentration in gerontology; (4) there is no incentive structure available for persons who might complete an external degree, in terms of compensation needed to undertake study or in terms of increase in pay or promotion; and (5) most employing organizations stated a need for available and accessible staff training in gerontology rather than degree programs.

To further test the information produced by the initial surveys, the project team conducted personal interviews with selected respondents (see Appendix L). These interviews verified the results of the questionnaires and reinforced the validity of the following recommendations.

The findings of the external degree project strongly suggest that baccalaureate level external degree programs in gerontology are not warranted now. At the same time, these findings do suggest other courses of action that ought to be undertaken by the New York State Office for the Aging and interested academic institutions. These possibilities for action can be related to the two aspects of the motivation for the project, of improving service, and of improvement for staff.

Service Improvement

The project finding indicates, from agency perspectives, that services to older persons can be improved from two directions; through Masters degree programs and through in-service training. Recommendations related to these findings are that:

1. Gerontological specializations be included in graduate programs for human service professionals.
   a. Fields such as social work, business administration, and human development should incorporate gerontological specialization at the graduate level in residential programs.
   b. The possibility of an external degree with gerontological specialization at the graduate level should be explored.
2. A training program to meet service needs should be designed for statewide implementation.
   a. Information needs to be gathered to identify the types of training required.
   b. Training should be made accessible to employed staff, using a number of training deliverers and existing capabilities of educational institutions. This may require cooperation through consortia.
   c. Training designs and planning require a degree of centralization and cooperative endeavor to resolve issues of continuity, standards, competence, and levels of service.

Staff Improvement

The recommendations above, if implemented, will tend to improve the level of service to older persons. The following recommendations relate to improving the condition of staff persons serving older persons, with emphasis on those in entry-level jobs or those without formal credentials. Although an external degree program is not warranted at this time, it is recommended that:

1. That acquisition of credentials be enabled by developing a method where in-service training can be used for credentialling purposes, including a method for transfer of credits to academic institutions.

2. That agencies serving older persons work toward developing an upward mobility structure for workers, including career ladders and an incentive system.

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# APPENDIX A

## COUNTY DISTRIBUTIONS OF SURVEY SAMPLES

| COUNTY | HOSPITALS TOTAL | HOSPITALS SAMPLE | NURSING HOMES TOTAL | NURSING HOMES SAMPLE |
|---|---|---|---|---|
| Albany | 6 | 2 | 10 | 2 |
| Allegany | 2 | 1 | 3 | 1 |
| Bronx | 19 | 4 | 40 | 8 |
| Broome | 4 | 1 | 8 | 2 |
| Cattaraugus | 4 | 1 | 7 | 1 |
| Cayuga | 2 | 1 | 4 | 1 |
| Chautauqua | 5 | 1 | 7 | 1 |
| Chemung | 2 | 1 | 4 | 1 |
| Chenango | 1 | 1 | 5 | 1 |
| Clinton | 1 | 1 | 2 | 1 |
| Columbia | 1 | 1 | 5 | 1 |
| Cortland | 1 | 1 | 3 | 1 |
| Delaware | 6 | 1 | 5 | 1 |
| Dutchess | 5 | 2 | 7 | 1 |
| Erie | 18 | 4 | 34 | 7 |
| Essex | 5 | 1 | 3 | 1 |
| Franklin | 3 | 1 | 3 | 1 |
| Fulton | 2 | 1 | 4 | 1 |
| Genesee | 2 | 1 | 4 | 1 |
| Greene | 1 | 1 | 1 | 1 |
| Hamilton | 0 | 0 | 0 | 0 |
| Herkimer | 3 | 1 | 4 | 1 |
| Jefferson | 4 | 1 | 6 | 1 |
| Kings | 39 | 8 | 41 | 8 |
| Lewis | 1 | 1 | 1 | 1 |
| Livingston | 1 | 1 | 3 | 1 |
| Madison | 2 | 1 | 3 | 1 |
| Monroe | 8 | 2 | 34 | 7 |
| Montgomery | 2 | 1 | 5 | 1 |
| Nassau | 17 | 3 | 30 | 6 |
| New York | 43 | 9 | 33 | 7 |
| Niagara | 6 | 1 | 12 | 2 |
| Oneida | 6 | 1 | 15 | 3 |
| Onondaga | 7 | 2 | 21 | 4 |
| Ontario | 4 | 2 | 6 | 1 |
| Orange | 8 | 2 | 7 | 1 |
| Orleans | 2 | 1 | 4 | 1 |
| Oswego | 2 | 1 | 6 | 1 |
| Otsego | 2 | 1 | 3 | 1 |
| Putnam | 2 | 1 | 1 | 1 |
| Queens | 21 | 4 | 44 | 9 |
| Rensselaer | 3 | 1 | 8 | 2 |
| Richmond | 4 | 1 | 10 | 2 |
| Rockland | 5 | 1 | 8 | 2 |
| St. Lawrence | 6 | 1 | 9 | 2 |
| Saratoga | 3 | 1 | 3 | 1 |
| Schenectady | 5 | 1 | 6 | 1 |
| Schoharie | 1 | 1 | 1 | 1 |
| Schuyler | 1 | 1 | 1 | 1 |
| Seneca | 2 | 1 | 2 | 1 |
| Steuben | 5 | 2 | 4 | 1 |
| Suffolk | 13 | 3 | 29 | 6 |
| Sullivan | 4 | 1 | 1 | 1 |
| Tioga | 1 | 1 | 2 | 1 |
| Tompkins | 1 | 1 | 5 | 1 |
| Ulster | 3 | 1 | 7 | 1 |
| Warren | 1 | 1 | 5 | 1 |
| Washington | 2 | 1 | 5 | 1 |
| Wayne | 2 | 1 | 5 | 1 |
| Westchester | 22 | 5 | 50 | 10 |
| Wyoming | 1 | 1 | 4 | 1 |
| Yates | 1 | 1 | 2 | 1 |
| TOTAL | 356 | 100 | 605 | 132 |

| COUNTY | HEALTH FACILITIES TOTAL | HEALTH FACILITIES SAMPLE | CLUBS AND CENTERS TOTAL | CLUBS AND CENTERS SAMPLE |
|---|---|---|---|---|
| Albany | 1 | 1 | 33 | 7 |
| Allegany | 0 | 0 | 12 | 2 |
| Bronx | 12 | 2 | 111 | 12 |
| Broome | 6 | 1 | 34 | 7 |
| Cattaraugus | 1 | 1 | 16 | 3 |
| Cayuga | 1 | 1 | 9 | 2 |
| Chautauqua | 4 | 1 | 41 | 8 |
| Chemung | 0 | 0 | 17 | 3 |
| Chenango | 2 | 1 | 8 | 2 |
| Clinton | 2 | 1 | 9 | 2 |
| Columbia | 3 | 1 | 2 | 1 |
| Cortland | 2 | 1 | 4 | 1 |
| Delaware | 1 | 1 | 9 | 2 |
| Dutchess | 3 | 1 | 30 | 6 |
| Erie | 11 | 2 | 108 | 22 |
| Essex | 1 | 1 | 11 | 2 |
| Franklin | 0 | 0 | 12 | 2 |
| Fulton | 0 | 0 | 5 | 1 |
| Genesee | 2 | 1 | 6 | 1 |
| Greene | 1 | 1 | 7 | 1 |
| Hamilton | 0 | 0 | 4 | 1 |
| Herkimer | 0 | 0 | 5 | 1 |
| Jefferson | 2 | 1 | 12 | 2 |
| Kings | 16 | 3 | 158 | 32 |
| Lewis | 1 | 1 | 5 | 1 |
| Livingston | 2 | 1 | 9 | 2 |
| Madison | 1 | 1 | 6 | 1 |
| Monroe | 10 | 2 | 56 | 11 |
| Montgomery | 0 | 0 | 4 | 1 |
| Nassau | 8 | 2 | 159 | 32 |
| New York | 12 | 2 | 159 | 32 |
| Niagara | 2 | 1 | 20 | 4 |
| Oneida | 6 | 1 | 35 | 7 |
| Onondaga | 4 | 1 | 51 | 10 |
| Ontario | 2 | 1 | 11 | 2 |
| Orange | 1 | 1 | 31 | 6 |
| Orleans | 2 | 1 | 4 | 1 |
| Oswego | 2 | 1 | 8 | 2 |
| Otsego | 2 | 1 | 17 | 3 |
| Putnam | 0 | 0 | 9 | 2 |
| Queens | 7 | 1 | 134 | 27 |
| Rensselaer | 5 | 1 | 14 | 3 |
| Richmond | 4 | 1 | 19 | 4 |
| Rockland | 3 | 1 | 23 | 5 |
| St. Lawrence | 3 | 1 | 15 | 3 |
| Saratoga | 2 | 1 | 7 | 1 |
| Schenectady | 1 | 1 | 19 | 4 |
| Schoharie | 1 | 1 | 11 | 2 |
| Schuyler | 0 | 0 | 2 | 1 |
| Seneca | 1 | 1 | 3 | 1 |
| Steuben | 2 | 1 | 10 | 2 |
| Suffolk | 11 | 2 | 94 | 19 |
| Sullivan | 1 | 1 | 13 | 3 |
| Tioga | 0 | 0 | 9 | 2 |
| Tompkins | 1 | 1 | 7 | 1 |
| Ulster | 2 | 1 | 23 | 5 |
| Warren | 1 | 1 | 5 | 1 |
| Washington | 2 | 1 | 8 | 2 |
| Wayne | 1 | 1 | 13 | 3 |
| Westchester | 15 | 3 | 85 | 17 |
| Wyoming | 0 | 0 | 5 | 1 |
| Yates | 0 | 0 | 6 | 1 |
| TOTAL | 189 | 60 | 1772 | 358 |

| COUNTY | R.S.V.P. SAMPLE | AAA's SAMPLE | TITLE VII SAMPLE |
|---|---|---|---|
| Albany | 1 | 1 | 1 |
| Allegany | 1 | 0 | 1 |
| Bronx | NYC | NYC | NYC |
| Broome | 1 | 1 | 1 |
| Cattaraugus | 1 | 0 | 1 |
| Cayuga | 1 | 1 | 1 |
| Chautauqua | 1 | 1 | 1 |
| Chemung | 0 | 1 | 1 |
| Chenango | 0 | 1 | 1 |
| Clinton | 1 | 1 | 1 |
| Columbia | 0 | 0 | 0 |
| Cortland | 1 | 0 | 1 |
| Delaware | 0 | 1 | 1 |
| Dutchess | 1 | 1 | 1 |
| Erie | 1 | 1 | 1 |
| Essex | 0 | 1 | 1 |
| Franklin | 1 | 1 | 1 |
| Fulton | 0 | 0 | 0 |
| Genesee | 0 | 1 | 0 |
| Greene | 0 | 0 | 1 |
| Hamilton | 0 | WARREN | 0 |
| Herkimer | 0 | 0 | 1 |
| Jefferson | 1 | 1 | 1 |
| Kings | NYC | NYC | NYC |
| Lewis | 0 | 1 | 1 |
| Livingston | 0 | 0 | 0 |
| Madison | 1 | 0 | 1 |
| Monroe | 1 | 1 | 1 |
| Montgomery | 0 | 0 | 1 |
| Nassau | 1 | 1 | 1 |
| New York | 1 | 1 | 1 |
| Niagara | 1 | 1 | 0 |
| Oneida | 1 | 1 | 1 |
| Onondaga | 1 | 1 | 1 |
| Ontario | 0 | 0 | 1 |
| Orange | 0 | 1 | 1 |
| Orleans | 0 | 0 | 0 |
| Oswego | 1 | 0 | 1 |
| Otsego | 0 | 1 | 1 |
| Putnam | 1 | 1 | 0 |
| Queens | NYC | NYC | NYC |
| Rensselaer | 0 | 1 | 1 |
| Richmond | NYC | NYC | NYC |
| Rockland | 1 | 0 | 1 |
| St. Lawrence | 0 | 1 | 1 |
| Saratoga | 1 | 0 | 1 |
| Schenectady | 0 | 1 | 1 |
| Schoharie | 0 | 1 | 0 |
| Schuyler | 1 | 0 | 0 |
| Seneca | 0 | 0 | 1 |
| Steuben | 1 | 0 | 1 |
| Suffolk | 1 | 1 | 1 |
| Sullivan | 1 | 1 | 1 |
| Tioga | 0 | 0 | 1 |
| Tompkins | 0 | 0 | 1 |
| Ulster | 0 | 0 | 1 |
| Warren | 0 | 1 | 1 |
| Washington | 0 | 1 | 0 |
| Wayne | 1 | 1 | 1 |
| Westchester | 1 | 1 | 1 |
| Wyoming | 0 | 0 | 1 |
| Yates | 0 | 0 | 0 |
| TOTAL | 29 | 34 | 46 |

| COUNTY | COUNTY HEALTH DEPT. SAMPLE | HOME HEALTH AGENCIES SAMPLE | EDUCATIONAL INSTITUTIONS SAMPLE |
|---|---|---|---|
| Albany | 1 | 3 | 6 |
| Allegany | 1 | 1 | 3 |
| Bronx, | NYC | 6 | 6 |
| Broome | 1 | 1 | 3 |
| Cattaraugus | 1 | 1 | 1 |
| Cayuga | 1 | 1 | 2 |
| Chautauqua | 1 | 2 | 2 |
| Chemung | 1 | 1 | 1 |
| Chenango | 1 | 1 | 0 |
| Clinton | 1 | 1 | 2 |
| Columbia | 1 | 0 | 0 |
| Cortland | 1 | 1 | 1 |
| Delaware | 1 | 0 | 1 |
| Dutchess | 1 | 2 | 4 |
| Erie | 1 | 2 | 11 |
| Essex | 1 | 1 | 0 |
| Franklin | 1 | 1 | 1 |
| Fulton | 1 | 1 | 1 |
| Genesee | 1 | 1 | 2 |
| Greene | 1 | 1 | 1 |
| Hamilton | 1 | 0 | 1 |
| Herkimer | 1 | 1 | 1 |
| Jefferson | 1 | 1 | 1 |
| Kings | NYC | 14 | 8 |
| Lewis | 1 | 1 | 0 |
| Livingston | 1 | 1 | 1 |
| Madison | 1 | 1 | 2 |
| Monroe | 1 | 3 | 6 |
| Montgomery | 1 | 1 | 0 |
| Nassau | 1 | 4 | 7 |
| New York | 1 | 14 | 19 |
| Niagara | 1 | 1 | 2 |
| Oneida | 1 | 2 | 4 |
| Onondaga | 1 | 2 | 5 |
| Ontario | 1 | 1 | 2 |
| Orange | 1 | 1 | 4 |
| Orleans | 1 | 1 | 0 |
| Oswego | 1 | 1 | 1 |
| Otsego | 1 | 1 | 2 |
| Putnam | 1 | 1 | 0 |
| Queens | NYC | 7 | 6 |
| Rensselaer | 1 | 3 | 2 |
| Richmond | NYC | 4 | 3 |
| Rockland | 1 | 3 | 4 |
| St. Lawrence | 1 | 1 | 5 |
| Saratoga | 1 | 1 | 3 |
| Schenectady | 1 | 1 | 2 |
| Schoharie | 1 | 1 | 1 |
| Schuyler | 1 | 1 | 0 |
| Seneca | 1 | 1 | 1 |
| Steuben | 1 | 1 | 1 |
| Suffolk | 1 | 3 | 2 |
| Sullivan | 1 | 1 | 1 |
| Tioga | 1 | 1 | 0 |
| Tompkins | 1 | 1 | 3 |
| Ulster | 1 | 1 | 2 |
| Warren | 1 | 1 | 1 |
| Washington | 1 | 1 | 0 |
| Wayne | 1 | 1 | 0 |
| Westchester | 1 | 11 | 14 |
| Wyoming | 1 | 1 | 0 |
| Yates | 1 | 1 | 0 |
| TOTAL | 58 | 127 | 165 |

| COUNTY | COUNTY DEPARTMENTS OF SOCIAL SERVICES SAMPLE | POPULATION OVER AGE 60 IN 1970 |
|---|---|---|
| Albany | 1 | 48,049 |
| Allegany | 1 | 7,176 |
| Bronx | NYC | 245,077 |
| Broome | 1 | 33,541 |
| Cattaraugus | 1 | 13,165 |
| Cayuga | 1 | 12,162 |
| Chautauqua | 1 | 25,497 |
| Chemung | 1 | 15,259 |
| Chenango | 1 | 7,246 |
| Clinton | 1 | 7,855 |
| Columbia | 1 | 10,030 |
| Cortland | 1 | 6,456 |
| Delaware | 1 | 8,120 |
| Dutchess | 1 | 31,878 |
| Erie | 1 | 161,312 |
| Essex | 1 | 6,036 |
| Franklin | 1 | 7,107 |
| Fulton | 1 | 9,903 |
| Genesee | 1 | 8,372 |
| Greene | 1 | 6,966 |
| Hamilton | 1 | 1,029 |
| Herkimer | 1 | 11,545 |
| Jefferson | 1 | 15,109 |
| Kings | NYC | 421,120 |
| Lewis | 1 | 3,546 |
| Livingston | 1 | 7,367 |
| Madison | 1 | 8,099 |
| Monroe | 1 | 96,773 |
| Montgomery | 1 | 11,456 |
| Nassau | 1 | 168,076 |
| New York | 1 | 304,394 |
| Niagara | 1 | 32,114 |
| Oneida | 1 | 41,722 |
| Onondaga | 1 | 63,003 |
| Ontario | 1 | 11,651 |
| Orange | 1 | 33,849 |
| Orleans | 1 | 5,523 |
| Oswego | 1 | 13,289 |
| Otsego | 1 | 9,913 |
| Putnam | 1 | 7,179 |
| Queens | NYC | 366,539 |
| Rensselaer | 1 | 24,961 |
| Richmond | NYC | 37,365 |
| Rockland | 1 | 23,144 |
| St. Lawrence | 1 | 15,599 |
| Saratoga | 1 | 14,943 |
| Schenectady | 1 | 27,063 |
| Schoharie | 1 | 4,474 |
| Schuyler | 1 | 2,581 |
| Seneca | 1 | 6,131 |
| Steuben | 1 | 16,001 |
| Suffolk | 1 | 121,533 |
| Sullivan | 1 | 9,874 |
| Tioga | 1 | 5,403 |
| Tompkins | 1 | 8,289 |
| Ulster | 1 | 22,921 |
| Warren | 1 | 8,208 |
| Washington | 1 | 8,222 |
| Wayne | 1 | 11,143 |
| Westchester | 1 | 141,328 |
| Wyoming | 1 | 5,648 |
| Yates | 1 | 3,580 |
| TOTAL | 58 | 2,822,914 |

# APPENDIX B

## COVER LETTERS AND QUESTIONNAIRES FOR EDUCATIONAL AND PERSONNEL SURVEYS

SYRACUSE UNIVERSITY

ALL-UNIVERSITY GERONTOLOGY CENTER

TRAINING ☐ RESEARCH ☐ SERVICE

February 28, 1975

Dear Educator:

The All-University Gerontology Center of Syracuse University is conducting a study of degree models in gerontology through independent study. The study is sponsored by the New York State Office for the Aging. The goal of the project is to design several different models of limited-residence education programs to meet the needs of personnel working in the field of aging.

We need your help in order to assess the current status of gerontological education at the universities, colleges, community colleges and alternative education programs in New York State. Completing the enclosed questionnaire will take just a few minutes of your time, and will be of great importance in the design of the final degree models. We ask you to fill out the questionnaire, or route it to the chairperson of the department, or school, which offers courses relating to the study of the aging processes.

Your answers to this survey are important, because they will contribute to the design of future educational and training programs in gerontology in New York State. Please return your completed questionnaire no later than March 21, 1975. A postage-paid return envelope is enclosed for your convenience.

Thank you for your help. We will be happy to share the results of this survey with you, if you will give us your name and address on the last page of the questionnaire. Of course, this will in no way affect the confidentiality of your answers.

Sincerely,

Betsy M. Sprouse

Betsy M. Sprouse
Project Director

BMS:dls
Enclosures (2)



BROCKWAY HALL ☐ SYRACUSE UNIVERSITY
SYRACUSE, N.Y. 13210 ☐ TEL: 315-423-1870

ALL-UNIVERSITY GERONTOLOGY CENTER
SYRACUSE UNIVERSITY, BROCKWAY HALL
SYRACUSE, N. Y. 13210

PLEASE CIRCLE YOUR ANSWER FOR EACH QUESTION.

1. What is the name of your educational institution?

_____

2. What is the approximate student enrollment at your institution?

   1. fewer than 1,000
   2. 1,001 - 5,000
   3. 5,001 - 10,000
   4. 10,001 - 15,000
   5. more than 15,000

3. Approximately how many faculty, both full-time and part-time, are employed at your institution?

   1. fewer than 100
   2. 100 - 200
   3. 201 - 400
   4. 401 - 700
   5. 701 - 1,000
   6. more than 1,000

4. Approximately how many departments or academic units does your institution comprise?

   1. fewer than 10
   2. 11 - 30
   3. 31 - 50
   4. 51 - 70
   5. 71 - 90
   6. more than 90

5. What are the different kinds of degrees offered to students at your institution?
   (Circle as many as apply)

   1. Associate
   2. Baccalaureate
   3. Masters
   4. Doctoral
   5. Specialized Degrees - please specify: _____

*NOTE: SOME OF THE FOLLOWING QUESTIONS REFER TO COURSES OFFERED IN GERONTOLOGY, THE STUDY OF THE AGING PROCESSES. PLEASE THINK OF COURSES AT YOUR INSTITUTION NOT ONLY DESIGNATED AS GERONTOLOGY COURSES, BUT ALSO THOSE COURSES IN OTHER DISCIPLINES THAT HAVE UNITS, MODULES OR SECTIONS RELATING TO AGING OR OLDER PEOPLE.*

6. On the average, how many courses per year are offered at your institution that relate to the study of aging?

1. none
2. 1 - 5
3. 6 - 10
4. 11 - 20
5. 21 - 30
6. more than 30

IF YOUR ANSWER TO QUESTION #6 IS "NONE", PLEASE READ THROUGH THE QUESTIONNAIRE TO MAKE SURE THAT NONE OF THE QUESTIONS APPLY TO YOUR INSTITUTION'S PROGRAMS. YOU MAY ANSWER ANY QUESTIONS THAT DO APPLY, THEN PLEASE ANSWER QUESTIONS #22 AND 23.

7. Is there a structured gerontology program at your institution?

*(A STRUCTURED GERONTOLOGY PROGRAM CAN BE DEFINED AS A DEVELOPED CURRICULUM OF COURSES IN GERONTOLOGY, A CENTER FOR STUDIES IN AGING, A FACULTY/ ADMINISTRATION COMMITTEE ON GERONTOLOGICAL EDUCATION, OR ANY SIMILAR OPERATIONS.)*

1. Yes
2. No

IF YOUR ANSWER TO QUESTION #7 IS "NO", SKIP TO QUESTION #12.

8. Approximately how many students, both undergraduate and graduate, are enrolled in a structured program of gerontology?

1. fewer than 10
2. 11 - 20
3. 21 - 30
4. 31 - 50
5. more than 50

9. Is the gerontology program at your institution included in one of the departments or schools listed below?

1. Social Work
2. Sociology
3. Human Services
4. Health Sciences
5. Human Development
6. Psychology
7. No, it is an independent structure
8. Other - please specify: _____

10. Do students who complete a structured program in gerontology receive a degree or certificate?

1. Yes
   What is the name of the degree or certificate?

   _____

2. No
   Please explain why not: _____

   _____

11. If your answer to the above question (#10) is "Yes", what are the requirements to earn this degree or certificate?
(Circle all that apply)

1. No formal requirements.
2. Completion of (how many) _____ credit hours of course work in gerontology.
3. Participation in a field-learning experience for at least one term.
4. Completion of a research project or a similar type of independent study project relating to gerontology.
5. Recommendation of a faculty advisor.
6. Other - please specify: _____

   _____

12. At which levels in your institution are gerontology courses offered?
(Circle all that apply)

1. Undergraduate - associate, baccalaureate, certificate.
2. Graduate - master's, doctoral.
3. Continuing Education.

13. Approximately how many faculty, both full and part-time, are involved in teaching gerontology courses, workshops or seminars throughout your institution?

1. fewer than 5
2. 6 - 10
3. 11- 25
4. 26 - 50
5. more than 50

14. Approximately how many departments, schools or academic units do these faculty represent?

1. 1 - 5
2. 6 - 10
3. 11 - 15
4. 16 - 20
5. more than 20

15. Which of the following departments, schools or academic units offer and teach courses, workshops or seminars in gerontology? (Circle as many as apply)

1. Social Work
2. Psychology
3. Sociology
4. Planning
5. Health Sciences
6. Human Development
7. Law
8. Architecture
9. Human Services
10. Nursing
11. Medicine
12. Public Administration
13. Business Administration
14. Education
15. Others - please specify: _____

_____

16. Is a field-learning experience incorporated into a gerontology curriculum at your institution?

1. Yes
   If so, is it:
   2. Required
   3. Recommended
   4. Optional
5. No

IF YOUR ANSWER TO QUESTION #16 IS "NO", SKIP TO QUESTION #18.

17. What types of community organizations participate in field-learning experiences for your institution's gerontology students? (Circle all that apply)

1. Local offices or area agencies on aging
2. Community planning organizations
3. Local business and industry
4. Organizations involved in direct delivery of services to the aged
5. Senior citizen clubs, organizations or multi-purpose centers
6. Housing projects for the elderly
7. Hospitals, nursing homes and health facilities
8. Others - please list: _____

_____

18. Are students at your institution eligible to receive academic credit for previous work experience relating to gerontology?

1. Yes
2. No

19. If your answer to Question #18 is "Yes", briefly describe the assessment or evaluation procedure.
(You may also attach any relevant printed material on assessment.)

_____

_____

_____

_____

20. Are certain core course requirements defined for all students following a gerontological curriculum at your institution?

1. Yes
2. No

21. If your answer to Question #20 is "Yes", please list the titles of the required courses:

1. _____
2. _____
3. _____
4. _____
5. _____

22. Are any of the following programs or options available at your institution? (Circle all that apply)

1. A continuing education division, seminars, workshops or short-term training.
2. Interdisciplinary, flexible degree programs (for example, a liberal studies degree).
3. Degree programs via limited or non-resident independent study.
4. Course credit via independent study.
5. Degree programs that incorporate experiential credit.
6. Course credit via field experience.
7. Others - please specify: _____
_____

23. In general, what are your institution's plans for future development of its gerontological activities?
(Circle all that apply)

1. We plan to expand, but have not yet determined the form or nature of the expansion.
2. No plans for expansion at this time.
3. Add more courses relating to aging.
4. Involve more faculty and/or administrators.
5. Involve other departments, schools or academic units.
6. Form a gerontology committee within the institution.
7. Establish a gerontology center or institute.
8. Offer certificates or degrees in gerontology.
9. Interest more students in gerontology.
10. Sponsor workshops or seminars relating to aging.
11. Develop a gerontological research program, or expand the existing research areas.
12. Other - please specify: _____

_____

THANK YOU FOR YOUR HELP AND COOPERATION. IF YOU WISH TO RECEIVE A COPY OF THE RESULTS OF THIS SURVEY, PLEASE GIVE US YOUR NAME AND ADDRESS BELOW. THIS INFORMATION WILL NOT AFFECT THE CONFIDENTIALITY OF YOUR OTHER RESPONSES.

Name _____

Address _____

_____

_____

_____

City State Zip

PLEASE FEEL FREE TO ADD ANY COMMENTS IN THE SPACE BELOW ON THE ISSUES COVERED IN THIS SURVEY.

SYRACUSE UNIVERSITY

ALL-UNIVERSITY GERONTOLOGY CENTER

TRAINING ☐ RESEARCH ☐ SERVICE

March 3, 1975

Greetings:

The All-University Gerontology Center of Syracuse University is conducting a study of degree models in gerontology through independent study. The study is sponsored by the New York State Office for the Aging. The goal of the project is to design several different models of limited-residence education programs to meet the needs of personnel working in the field of aging.

Part of the process of designing these models is to determine the current educational status of personnel working in the field of aging and their needs for additional training and education in gerontology. As the director of one of the many organizations serving the older population of New York State, you are in a good position to help us identify these training needs. Completing the enclosed questionnaire will take just a few minutes of your time, and will be of great importance in the design of the degree models. We ask you to fill out the questionnaire, or route it to the Personnel or Educational Director of your organization, or whoever is most familiar with staff training and education programs.

Your answers to this survey are important, because they will contribute to the design of future educational and training programs in gerontology in New York State. Please return your completed questionnaire no later than March 28, 1975. A postage-paid return envelope is enclosed for your convenience.

Thank you for your help. We will be happy to share the results of this survey with you, if you will give us your name and address on the last page of the questionnaire. Of course, this will in no way affect the confidentiality of your answers.

Sincerely,

Betsy M. Sprouse

Betsy M. Sprouse
Project Director

BMS:dls
enclosures (2)



BROCKWAY HALL ☐ SYRACUSE UNIVERSITY
SYRACUSE, N.Y. 13210 ☐ TEL: 315-423-1870

ALL-UNIVERSITY GERONTOLOGY CENTER
SYRACUSE UNIVERSITY, BROCKWAY HALL
SYRACUSE, N. Y. 13210

PLEASE CIRCLE YOUR ANSWER FOR EACH QUESTION UNLESS OTHERWISE INDICATED.

1. Please circle the category into which your organization most closely falls.

   1. Senior citizen club, organization or multi-purpose center
   2. N u rsing home or extended-care facility
   3. Hospital
   4. Intermediate or health-related facility
   5. County/city health department or committee
   6. Home health agency (visiting nurse association, public health service, home aide program)
   7. Title VII nutrition program
   8. Senior volunteer program
   9. Area agency on aging
   10. Other - please specify: _____

2. What is the approximate number of staff members employed in your organization (excluding clerical and maintenance staff)?

   1. fewer than 5
   2. 5 - 25
   3. 26 - 50
   4. 51 - 75
   5. 76 - 100
   6. more than 100

NOTE: THE NEXT QUESTION AND OTHERS THROUGHOUT THIS QUESTIONNAIRE CONCERN DIFFERENT STAFF LEVELS IN YOUR ORGANIZATION. IN ANSWERING THESE QUESTIONS, PLEASE REFER TO THESE DEFINITIONS:

   A. ADMINISTRATIVE refers to the organization's president, directors, steering committee, developers, executive staff.
   B. SUPERVISORY refers to the organization's managers, coordinators, and those responsible for the day-to-day supervision of other personnel.
   C. PROFESSIONAL refers to such personnel as nurses, social workers, therapists, planners, case workers, counselors, nutritionists, etc.
   D. PARAPROFESSIONAL or TECHNICIAN refers to such personnel as nurses aides, home aides, medical technicians, nutrition aides, etc.

3. Approximately what percentage of your staff falls into each of the following categories?

Administrative _____%
Supervisory _____%
Professional _____%
Paraprofessional or Technician _____%
Other - please specify:
_____ _____%

_____ _____%

4. How would you categorize the staff of your organization in terms of having any specialized training in gerontology or geriatrics?

(NOTE: FOR THIS AND THE FOLLOWING QUESTIONS, SPECIALIZED TRAINING IS DEFINED AS ANY COURSES, WORKSHOPS, SEMINARS, CONFERENCES OR TRAINING PROGRAMS UNDERTAKEN TO INCREASE THE INDIVIDUAL'S UNDERSTANDING OF THE AGING PROCESSES OR SKILLS IN THE MEDICAL TREATMENT OF OLD AGE AND ITS DISEASES).

1. All staff members have training in gerontology and/or geriatrics.
2. Most staff members have training in gerontology and/or geriatrics.
3. Some staff members have training in gerontology and/or geriatrics.
4. A few staff members have training in gerontology and/or geriatrics
5. None of the staff has training in gerontology and/or geriatrics.

5. Does your organization prefer to hire staff members who have this type of training?

1. No
2. Irrelevant
3. Yes
   If yes, at which level(s)
   4. Administrative
   5. Supervisory
   6. Professional
   7. Paraprofessional/Technician
   8. All of the above

6. Do you think your organization's services to its older clients would significantly improve if your staff received more specialized training in gerontology and/or geriatrics?

1. Yes
2. No

7. Please refer to the chart below, and check the boxes that most closely correspond to the level of education required (or expected) at each staff level.

| STAFF LEVEL | LEVEL OF EDUCATION COMPLETED | | | | | | |
|---|---|---|---|---|---|---|---|
| | Graduate Degree | Four-year College Graduate | Nursing School Graduate | Professional School Graduate | Two-year College Graduate | High School Graduate | Some High School |
| Administrative | | | | | | | |
| Supervisory | | | | | | | |
| Professional | | | | | | | |
| Paraprofessional or Technician | | | | | | | |
| Others listed in Question #3: | | | | | | | |
| | | | | | | | |

8. Listed below are a variety of job qualifications other than educational, and three of the staff levels previously defined. Please list on the line following each staff level the number or numbers that most closely reflect the job requirements at that level.

1. One to two years related experience.
2. Three to five years related experience.
3. Demonstrated organization and management skills.
4. Demonstrated communication skills.
5. Specialized training in gerontology or geriatrics.
6. Other - please specify: _____

_____

Administrative _____
Supervisory _____
Professional _____

9. If a member of your staff were to earn an associate or baccalaureate degree in gerontology (or its related fields), what effect would the degree have on the employee's job status?

1. No effect
2. Employee would be better qualified to meet the requirements of his/her current position.
3. Employee would be eligible for a financial increase only.
4. Employee would qualify for a promotion within the same level (i.e., from one type of supervisory job to another.)
5. Employee would qualify for a promotion to a higher level position (i.e., from supervisory to administrative level.)
6. Employee would be overqualified for any available positions in your organization.
7. Other - please specify: _____

_____

10. Have any of your staff members expressed an interest in obtaining higher education or specialized training in gerontology so that they might further their own careers?

1. Quite a bit of interest has been expressed.
2. Some interest has been expressed.
3. A small amount of interest has been expressed.
4. No interest has been expressed.

11. Would you as an employer encourage your qualified staff members to undertake specialized training or education in gerontology, particularly if it were offered as independent study, to be completed on the employee's own time?

1. Yes
2. No

12. If your answer to Question #11 is "Yes", do you think that your organization would support these staff members by: (Circle as many as apply)

1. Absorbing or contributing to tuition costs.
2. Arranging time-off to attend workshops or seminars.
3. Arranging for a reduced work load for the employee.
4. Providing an evaluation of the employee's work experience that could be used for credit in a degree program.
5. Providing the staff member with some tentative assurance of continued employment with your organization at a level commensurate with his/her experience and newly acquired education.
6. Other - please specify: _____

_____

13. Considering the needs of your staff members for specialized training, and the opportunities for advancement within your organization, which of the following would be most useful to your staff? (Circle all that apply)

1. A certificate signifying completion of a series of courses or workshops in gerontology.
2. An associate degree in aging-related studies.
3. A baccalaureate degree in aging-related studies.
4. A graduate degree in aging-related studies.
5. In-service or up-grade training in gerontology via workshops or seminars.
6. None of the above.
7. Other - please specify: _____

_____

14. As an employer of personnel in the field of aging, can you identify any current and/or projected needs for:

1. Personnel with associate or baccalaureate degrees with broad-based knowledge of human services and specialized training in gerontology (i.e., a "generalist" in gerontology.)
2. Personnel with specialized training or education in a professional discipline, but with additional knowledge of gerontology (i.e., a "specialist" working within the field of aging.)
3. Both of the above
4. Neither of the above
5. Other - please specify: _____

_____

15. Approximately how many clients over age 60 are directly served by your organization and utilize its services?

1. fewer than 50
2. 50 - 300
3. 301 - 550
4. 551 - 800
5. more than 800



-OVER-

THANK YOU FOR YOUR HELP AND COOPERATION. IF YOU WISH TO RECEIVE A COPY OF THE RESULTS OF THIS SURVEY, PLEASE GIVE US YOUR NAME AND ADDRESS BELOW. THIS INFORMATION WILL NOT AFFECT THE CONFIDENTIALITY OF YOUR OTHER RESPONSES.

Name _____

Address _____

_____

_____

City State Zip

PLEASE FEEL FREE TO ADD ANY COMMENTS IN THE SPACE BELOW ON THE ISSUES COVERED IN THIS SURVEY.

APPENDIX C

EDUCATIONAL NEEDS ASSESSMENT
FREQUENCY DISTRIBUTION

EDUCATIONAL NEEDS ASSESSMENT
FREQUENCY DISTRIBUTION

| INSTITUTIONAL ENROLLMENT | # | % |
|---|---|---|
| fewer than 1,000 | 37 | 27.2 |
| 1,001 - 5,000 | 57 | 41.9 |
| 5,001 - 10,000 | 21 | 15.4 |
| 10,001 - 15,000 | 7 | 5.1 |
| more than 15,000 | 14 | 10.3 |
| | 136 | 99.9 |

| NUMBER OF FACULTY | # | % |
|---|---|---|
| fewer than 100 | 39 | 28.7 |
| 100 - 200 | 38 | 27.9 |
| 201 - 400 | 26 | 19.1 |
| 401 - 700 | 13 | 9.6 |
| 701 - 1,000 | 8 | 5.9 |
| more than 1,000 | 12 | 8.8 |
| | 136 | 100.0 |

| NUMBER OF DEPARTMENTS | # | % |
|---|---|---|
| fewer than 10 | 38 | 28.1 |
| 11 - 30 | 73 | 54.1 |
| 31 - 50 | 17 | 12.6 |
| 51 - 70 | 3 | 2.2 |
| 71 - 90 | 0 | 0 |
| more than 90 | 4 | 3.0 |
| | 135 | 100.0 |

| DEGREES OFFERED | # | % |
|---|---|---|
| Associate | 65 | N.A. |
| Baccalaureate | 87 | (Multiple |
| Masters | 58 | responses) |
| Doctoral | 23 | |
| Certificates | 9 | |
| | 242 | |

| COURSES IN AGING OFFERED ANNUALLY | # | % |
|---|---|---|
| none | 39 | 29.8 |
| 1 - 5 | 75 | 57.3 |
| 6 - 10 | 6 | 4.6 |
| 11 - 20 | 4 | 3.1 |
| 21 - 30 | 3 | 2.3 |
| more than 30 | 2 | 1.5 |
| none, but have structured program | 2 | 1.5 |
| | 131 | 100.1 |

| STRUCTURED GERONTOLOGY PROGRAM | # | % |
|---|---|---|
| yes | 16 | 16.5 |
| no | 81 | 83.5 |
| | 97 | 100.0 |

| NUMBER OF GERONTOLOGY STUDENTS | # | % |
|---|---|---|
| fewer than 10 | 4 | 28.6 |
| 11 - 20 | 1 | 7.1 |
| 21 - 30 | 3 | 21.4 |
| 31 - 50 | 1 | 7.1 |
| more than 50 | 5 | 35.7 |
| | 14 | 99.9 |

| DEPARTMENT HOUSING GERONTOLOGY PROGRAM | # | % |
|---|---|---|
| Social Work | 3 | 18.8 |
| Sociology | 0 | 0 |
| Human Services | 1 | 6.3 |
| Health Sciences | 3 | 18.8 |
| Human Development | 0 | 0 |
| Psychology | 1 | 6.3 |
| Independent Structure | 3 | 18.8 |
| Continuing Education | 2 | 12.5 |
| Social Sciences | 1 | 6.3 |
| Human Resources | 1 | 6.3 |
| Nursing | 1 | 6.3 |
| | 16 | 100.4 |

| GERONTOLOGY DEGREE OR CERTIFICATE AWARDED | # | % |
|---|---|---|
| yes | 10 | 62.5 |
| no | 6 | 37.5 |
| | 16 | 100.0 |

| REQUIREMENTS FOR GERONTOLOGY DEGREE | # | % |
|---|---|---|
| No formal requirements | 3 | N.A. |
| Completion of course work | 1 | (Multiple |
| 9 credit hours | 1 | responses) |
| 15 credit hours | 2 | |
| 30 credit hours | 1 | |
| 33 credit hours | 1 | |
| Field learning experience | 5 | |
| Research project | 4 | |
| Faculty recommendation | 1 | |
| | 19 | |

| LEVELS OF GERONTOLOGY COURSES | # | % |
|---|---|---|
| Undergraduate | 84 | N.A. |
| Graduate | 20 | (Multiple |
| Continuing Education | 27 | responses) |
| | 131 | |

| FACULTY TEACHING GERONTOLOGY | # | % |
|---|---|---|
| fewer than 5 | 67 | 72.8 |
| 6 - 10 | 13 | 14.1 |
| 11 - 25 | 6 | 6.5 |
| 26 - 50 | 1 | 1.1 |
| more than 50 | 5 | 5.4 |
| | 92 | 99.9 |

| DEPARTMENTS WITH FACULTY TEACHING GERONTOLOGY | # | % |
|---|---|---|
| 1 - 5 | 85 | 92.4 |
| 6 - 10 | 4 | 4.3 |
| 11 - 15 | 1 | 1.1 |
| 16 - 20 | 2 | 2.2 |
| more than 20 | 0 | 0 |
| | 92 | 100.0 |

| DEPARTMENTS OFFERING GERONTOLOGY COURSES | # | % |
|---|---|---|
| Architecture | 2 | N.A. (Multiple responses) |
| Behavioral Sciences | 46 | |
| Business and Public Administration | 5 | |
| Communication | 2 | |
| Continuing Education | 5 | |
| Education | 7 | |
| Health Sciences | 30 | |
| Human Development | 9 | |
| Humanities | 8 | |
| Law | 3 | |
| Medicine | 6 | |
| Nursing | 37 | |
| Physical Education and Recreation | 6 | |
| Physical Sciences | 5 | |
| Social Sciences | 51 | |
| Social Work, Human Services | 35 | |
| | 257 | |

| FIELD LEARNING IN GERONTOLOGY | # | % |
|---|---|---|
| Yes | 5 | 5.6 |
| Required | 22 | 24.4 |
| Recommended | 4 | 4.4 |
| Optional | 8 | 8.9 |
| None | 51 | 36.7 |
| | 90 | 100.0 |

| TYPES OF FIELD PLACEMENTS | # | % |
|---|---|---|
| Area agencies on aging | 25 | N.A. |
| Community planning organizations | 16 | (Multiple |
| Local business and industry | 6 | responses) |
| Direct delivery service organizations | 25 | |
| Senior clubs and centers | 27 | |
| Senior housing projects | 16 | |
| Hospitals, nursing homes, HRF's | 35 | |
| | 150 | |

| LIFE EXPERIENCE CREDIT | # | % |
|---|---|---|
| yes | 37 | 38.9 |
| no | 54 | 56.8 |
| conditional | 4 | 4.2 |
| | 95 | 99.9 |

| CORE COURSES REQUIRED IN GERONTOLOGY | # | % |
|---|---|---|
| yes | 12 | 16.9 |
| no | 59 | 83.1 |
| | 71 | 100.0 |

| NON-TRADITIONAL OPTIONS | # | % |
|---|---|---|
| Continuing education | 101 | N.A. |
| Interdisciplinary degrees | 77 | (Multiple |
| Independent study degrees | 24 | responses) |
| Independent study courses | 89 | |
| Degree for experience | 64 | |
| Course credit for experience | 81 | |
| Free tuition for elderly | 7 | |
| | 443 | |

| PLANS FOR DEVELOPING GERONTOLOGY ACTIVITIES | # | % |
|---|---|---|
| Not yet determined | 28 | N.A. |
| No plans | 42 | (multiple |
| Add courses in aging | 39 | responses) |
| Involve more faculty | 25 | |
| Involve other departments | 18 | |
| Form gerontology committee | 11 | |
| Establish gerontology center | 7 | |
| Offer gerontology degrees | 7 | |
| Interest more students | 35 | |
| Sponsor workshops, seminars | 45 | |
| Gerontological research | 9 | |
| Involve older citizens | 1 | |
| Develop sequence of courses | 1 | |
| Seek grants, funding | 1 | |
| Develop proficiency exams | 1 | |
| | 270 | |

# APPENDIX D

## RESPONDING EDUCATIONAL INSTITUTIONS WITH NO COURSES IN AGING-RELATED FIELDS

RESPONDING EDUCATIONAL INSTITUTIONS WITH NO COURSES IN AGING-RELATED FIELDS

Cathedral College of the Immaculate Conception
Clarkson College of Technology
Colgate University
Concordia College
Cooper Union
City University of New York:
- Bernard M. Baruch College
- Brooklyn College
- City College
- Hostos Community College
- York College

Eisenhower College
Elizabeth Seton College
Fordham University
Fulton-Montgomery Community College
Genesee Community College
Hamilton College
Harriman College
Herkimer County Community College
Hobart and William Smith Colleges
Houghton College
Jefferson Community College
Kirkland College
Marist College
Mater Dei College
Nyack College
Onondaga Community College
Rockland Community College
Rosary Hill College
St. Lawrence University
Sullivan County Community College
State University of New York:
- SUNY at Alfred
- SUNY at Cobleskill
- SUNY at Geneseo
- SUNY at Oneonta
- SUNY at Potsdam
- SUNY at Purchase

Union College
Vassar College
Verrazzano College

Total = 39

## APPENDIX E

## EDUCATIONAL INSTITUTIONS THAT HAVE NO STRUCTURED GERONTOLOGY PROGRAMS BUT HAVE REQUIRED CURRICULA FOR GERONTOLOGY STUDENTS

EDUCATIONAL INSTITUTIONS THAT HAVE NO
STRUCTURED GERONTOLOGY PROGRAMS BUT HAVE
REQUIRED CURRICULA FOR GERONTOLOGY STUDENTS

Cazenovia College

(Has 1 - 5 aging courses at the undergraduate level, offered through Behavioral Sciences, Social Sciences and Social Work)

Introductory Psychology
Introductory Sociology
Introduction to the Field of Social Work
Anthropology

Downstate Medical Center

(Offers courses at the undergraduate, graduate and continuing education levels in Behavioral Sciences, Health Sciences, Medicine, Nursing, Social Sciences and Social Work)

Downstate responded that they required core courses of their gerontology students, but did not give further information.

Hilbert College

(Has 1 - 5 aging courses at the undergraduate and continuing education levels, offered through Behavioral Sciences, Human Development, Social Sciences, Social Work)

Social Resource Agencies
Social Work
Interpersonal Relations

Monroe Community College

(Has 6 - 10 aging courses for undergraduates in Behavioral Sciences, Business & Public Administration, Health Sciences, Law, Nursing and Social Sciences)

Human Service courses in working with the elderly
Sociology of Aging
Psychology

Schenectady County Community College

(Offers 1 - 5 aging courses in Social Work at the undergraduate and continuing education levels)

No listing provided of the core courses required of gerontology students at Schenectady County Community College.

SUNY at Farmingdale

(Has 1 - 5 aging courses at the undergraduate and continuing education levels in Health Sciences and Nursing)

Nursing Fundamentals
Anatomy and Physiology
General Psychology
Human Growth and Development

Tompkins-Cortland Community College

(Offers 1 - 5 aging courses at the undergraduate and continuing education levels in Behavioral Sciences, Nursing and Social Work. They plan to offer an A.A.S. in Human Services in 1976)

Helping Relationship
Human Service Network
Human Service Team
Dynamics of Social Change

APPENDIX F

COMMENTS ON EVALUATION OF LIFE EXPERIENCE
FROM EDUCATIONAL NEEDS ASSESSMENT

EDUCATIONAL NEEDS ASSESSMENT

EVALUATION OF LIFE EXPERIENCE

| EDUCATIONAL INSTITUTIONS | ASSESSMENT PROCEDURE OR COMMENTS |
|---|---|
| Adelphi University | Evaluation of advanced standing for transferred graduate credit (B or higher) is made by appropriate department or school. |
| Adirondack Community College | Done on an individual basis by registrar and dean. |
| Alfred Univ. School of Nursing | Regular course grade. |
| Auburn Community College | Guidelines to be established. |
| Canisius College | Verification of internship experience. |
| College of Mount St. Vincent | Experience credit included in new curriculum of Professional Education in Nursing. |
| College of St. Rose | In the degree program for experienced adults, applicants' records are reviewed by a faculty committee from the social sciences plus the program director. The applicant is later quizzed by the committee to determine if credit should be given for the applicant's experience. |
| College of White Plains | Plan to develop guidelines. |
| Concordia College | May get credit for a particular area, e.g., three credit hours for the Sociology of Aging in Sociology. |
| Dominican College of Blauvelt | In the human services, credit is granted through special assessment with faculty guidance. The student prepares a portfolio documenting learning experiences in terms of knowledge, use of knowledge, skills and learning needs. Interdisciplinary faculty review the portfolio and recommendations are made to the dean on granting of credit. |

| | |
|---|---|
| D'Youville College | Three to six credits awarded depending on length of work experience, evaluation of professional supervisory personnel, participation in seminars and presentation of papers. |
| Elmira College | Working on development of guidelines. |
| Empire State College | Advanced standing for academically related work experience. (More in catalog). |
| Finch College | Experience credentials are evaluated by the relevant department for professional and/or academic significance. |
| Hartwick College | Done with permission of academic dean after review of experience presented. |
| Herkimer County Community College | Credit by examination and other procedures. |
| Hilbert College | By documentation of experience and personal interviews. |
| Hunter College (CUNY) | In planning stages. |
| LeMoyne College | Interview by department chairman of applicant and applicant's work supervisor to determine if the experience warrants academic credit. |
| Manhattanville College | Independent Study basis. |
| Marymount College | In continuing education, life experience guidelines might apply to gerontology. |
| Monroe Community College | Evaluation by department members, the applicant, and the agency involved, when relevant. |
| North Country Community College | Same method for gerontology students as any other students. |
| Regents External Degree Program | By standardized proficiency examinations and special assessment process. (More in catalog). |
| St. Bonaventure College | Subject to department approval. |
| St. Thomas Aquinas College | Recognizes standard examinations, awards up to 30 credits for life experience and allows R.N. graduates up to 60 credits for training and life experience towards a bachelor's degree. |

| | |
|---|---|
| Siena College | Appropriate previous experience can be allowed six credit hours in field instruction courses. They have two such courses of 150 each in a social agency supervised by a M.S.W. |
| SUNY at Buffalo (1) (Main St.) | Done on the same basis as other credit transfers. |
| SUNY at Buffalo (2) (Elmwood Ave.) | Dependent on number of hours, intensity of experience, type of supervision, qualifications of supervisor, quality of written paper or report. |
| SUNY at Old Westbury | Up to 32 hours life experience credit granted upon request for evaluation and submission of appropriate documentation. |
| SUNY at Plattsburgh | Assessment of transcripts of previous work experience or by exam, documentation, or profile of experience. |
| SUNY at Utica/Rome | Satisfactory completion of course at lower division with passing grade. |
| Syracuse University | Granted by means of standardized examinations and by faculty evaluation through interview of applicant and documentation. |
| Wagner College | By test and interview as life experience which are eligible for credit. |
| Westchester Community College | This would have to be carefully evaluated in regard to academic and field work experience being closely allied to earn credit. |

# APPENDIX G

## DESCRIPTION OF RESOURCES OF EDUCATIONAL INSTITUTIONS WITH STRUCTURED GERONTOLOGY PROGRAMS

DESCRIPTION OF RESOURCES OF
EDUCATIONAL INSTITUTIONS WITH
STRUCTURED GERONTOLOGY PROGRAMS

KEY

NR = No response
1. COURSES - Number of aging courses
2. STUDENTS - Number of gerontology students
3. FACULTY - Number of faculty teaching aging courses
4. BASE - Program base
5. DEGREE - Gerontology certificate or degree
6. REQUIREMENTS - Gerontology degree requirements
7. DEPARTMENTS - Departments offering aging courses
8. LEVELS - Levels at which aging courses are offered
9. FIELD LEARNING - Field learning for gerontology students
10. EXPERIENCE CREDIT - Work experience credit for gerontology students
11. CORE - Required core courses in gerontology

College of White Plains
1. COURSES - 1 - 5
2. STUDENTS - Less than 10
3. FACULTY - Less than 5
4. BASE - Human Resources
5. DEGREE - B. S. in Human Resources
6. REQUIREMENTS - Completion of 15 credit hours, internship
7. DEPARTMENTS - Behavioral Sciences, Social Sciences
8. LEVELS - Undergraduate
9. FIELD LEARNING - Required
10. EXPERIENCE CREDIT - No but plan to develop guidelines
11. CORE - Introductory Sociology, Introductory Psychology, Social Problems, Developmental Psychology

Elmira College
(Program to start Fall 1975)
1. COURSES - None
2. STUDENTS - N.R.
3. FACULTY - 11-25
4. BASE - Human Services
5. DEGREE - Certificate in Aging
6. REQUIREMENTS - Completion of 15 credit hours, research project, and faculty recommendation
7. DEPARTMENTS - Behavioral Sciences, Education, Health Sciences, Law, Social Sciences
8. LEVELS - Undergraduate
9. FIELD LEARNING - Available
10. EXPERIENCE CREDIT - Developing Guidelines
11. CORE - N.R.

Hunter College (CUNY)

1. COURSES - 6-10
2. STUDENTS - 21-30
3. FACULTY - 6-10
4. BASE - Independent unit
5. DEGREE - None
6. REQUIREMENTS - N.R.
7. DEPARTMENTS - Education, Health Sciences, Social Work
8. LEVELS - Undergraduate, Graduate
9. FIELD LEARNING - Recommended
10. EXPERIENCE CREDIT - No
11. CORE - None

Mater Dei College

1. COURSES - None
2. STUDENTS - More than 50
3. FACULTY - 6-10
4. BASE - Social Work and annual 3-week summer workshop on pre-retirement
5. DEGREE - Degree in Social Work or Community Mental Health
6. REQUIREMENTS - None
7. DEPARTMENTS - Humanities, Social Sciences, Social Work
8. LEVELS - Undergraduate, Continuing Education
9. FIELD LEARNING - Required
10. EXPERIENCE CREDIT - Yes
11. CORE - Introduction to Social Work, Principles of Social Work Practice, Fieldwork, coordinating Seminar, Current Social Problems

Molloy College

1. COURSES - 11-20
2. STUDENTS - More than 50
3. FACULTY - 11-25
4. BASE- Independent Unit
5. DEGREE - Certificate of completion
6. REQUIREMENTS - Research project
7. DEPARTMENTS - Behavioral Sciences, Business and Public Administration, Communication, Education, Health Sciences, Humanities, Nursing, Physical Education and Recreation, Social Sciences, Social Work
8. LEVELS - Undergraduate, continuing education
9. FIELD LEARNING - Required
10. EXPERIENCE CREDIT - No
11. CORE - None

New York City Community College

1. COURSES - More than 30
2. STUDENTS - More than 50
3. FACULTY - More than 50
4. BASE - Continuing Education
5. DEGREE - None
6. REQUIREMENTS- N. R.
7. DEPARTMENTS - Continuing Education, Human Development, Nursing
8. LEVELS - Continuing Education
9. FIELD LEARNING - Not required
10. EXPERIENCE CREDIT - No
11. CORE - None

New York University College of Medicine

1. COURSES - 1-5
2. STUDENTS - 11-20
3. FACULTY - N.R.
4. BASE - Health Sciences (Interdisciplinary Aging Research Unit)
5. DEGREE - No, only an elective ten-week internship
6. REQUIREMENTS - N.R.
7. DEPARTMENTS - Medicine
8. LEVELS - Graduate
9. FIELD LEARNING - Not required
10. EXPERIENCE CREDIT - No
11. CORE - None

Niagara County Community College

1. COURSES - 11-20
2. STUDENTS - More than 50
3. FACULTY - 6-10
4. BASE - Continuing Education
5. DEGREE - No, all courses non-credit
6. REQUIREMENTS - N.R.
7. DEPARTMENTS - Health Sciences, Nursing
8. LEVELS - Continuing Education
9. FIELD LEARNING - N ot required
10. EXPERIENCE CREDIT - No
11. CORE - N.R.

St. Thomas Aquinas College

1. COURSES - 1-5
2. STUDENTS - 21-30
3. FACULTY - 6-10
4. BASE - Social Sciences
5. DEGREE - B.S. - Developing a concentration in gerontology
6. REQUIREMENTS - Internship, completion of course work (credit hours not yet determined)
7. DEPARTMENTS - Behavioral Sciences, Education, Social Sciences

St. Thomas Aquinas College (Continued)

8. LEVELS - Undergraduate
9. FIELD LEARNING - Required
10. EXPERIENCE CREDIT - Yes
11. CORE - Social Gerontology, Psychology of Aging, Current Issues in Leisure and Aging, Organization and Programming for Senior Citizen Centers, Literature on Aging (professional publications and characters in literature)

Suffolk County Community College

1. COURSES - None
2. STUDENTS - 31-50
3. FACULTY - Less than 5
4. BASE - Health Sciences
5. DEGREE - A.A.S. in Therapeutic Recreation Leadership
6. REQUIREMENTS - Completion of 66 credit hours for A.A.S.
7. DEPARTMENTS - Health Sciences
8. LEVELS - Undergraduate
9. FIELD LEARNING - Required
10. EXPERIENCE CREDIT - No
11. CORE - A.A.S. program formally outlined for students

SUNY at Albany

1. COURSES - 6-10
2. STUDENTS - Less than 10
3. FACULTY - 6-10
4. BASE - Social Work
5. DEGREE - None
6. REQUIREMENTS - N.R.
7. DEPARTMENTS - Social Science, Social Work
8. LEVELS - Undergraduate, Continuing Education
9. FIELD LEARNING - N.R.
10. EXPERIENCE CREDIT - No
11. CORE - N.R.

SUNY at Buffalo

1. COURSES - 11-20
2. STUDENTS - 21-31
3. FACULTY - 11-25
4. BASE - Social Work
5. DEGREE - Yes, within disciplines
6. REQUIREMENTS - None
7. DEPARTMENTS - Architecture, Behavioral Sciences, Health Sciences, Medicine, Nursing, Social Sciences, Social Work
8. LEVELS - Undergraduate, Graduate
9. FIELD LEARNING - Optional
10. EXPERIENCE CREDIT - Yes
11. CORE - None

State University College at Buffalo

1. COURSES - 1-5
2. STUDENTS - Less than 10
3. FACULTY - Less than 5
4. BASE - Psychology
5. DEGREE - B.S. in Psychology of Aging Specialty Program
6. REQUIREMENTS - Completion of 33 credit hours, research project, internship
7. DEPARTMENTS - Behavioral Sciences, Social Sciences
8. LEVELS - Undergraduate
9. FIELD LEARNING - Recommended
10. EXPERIENCE CREDIT - Yes, but conditional
11. CORE - Introductory Psychology, Experimental Psychology 1 & 2, Statistics, Senior Seminar on Aging, Cognitive Processes in Maturity and Old Age, Psychology of Aging

SUNY at Canton

1. COURSES - 1-5
2. STUDENTS - N.R.
3. FACULTY - Less than 5
4. BASE - Health Sciences (the division of Health Technology is considering forming a gerontological nursing program)
5. DEGREE - Certificate for geriatric aides
6. REQUIREMENTS - Completion of 30 non-credit hours
7. DEPARTMENTS - Behavioral Sciences, Nursing, Social Sciences
8. LEVELS - Undergraduate, Continuing Education
9. FIELD LEARNING - Required
10. EXPERIENCE CREDIT - No
11. CORE - N.R.

Syracuse University

1. COURSES - More than 30
2. STUDENTS - More than 50
3. FACULTY - More than 50
4. BASE - Independent unit
5. DEGREE - Certificate of completion
6. REQUIREMENTS - Completion of 9 credit hours, internship (3 credit hours), research project
7. DEPARTMENTS - Architecture, Behavioral Sciences, Business & Public Administration, Communication, Continuing Education, Education, Health Sciences, Human Development, Humanities, Law, Nursing, Physical Education & Recreation, Social Sciences, Social Work
8. LEVELS - Undergraduate, Graduate, Continuing Education
9. FIELD LEARNING - Required
10. EXPERIENCE CREDIT - Yes
11. CORE - None

University of Rochester, School of Nursing

1. COURSES - 6-10
2. STUDENTS - Less than 10
3. FACULTY - 6-10
4. BASE - Nursing
5. DEGREE - M.S. in Nursing
6. REQUIREMENTS - None
7. DEPARTMENTS - Nursing
8. LEVELS - Undergraduate, Graduate
9. FIELD LEARNING - Recommended
10. EXPERIENCE CREDIT - No
11. CORE - N one, only electives in gerontology

# APPENDIX H

## EDUCATIONAL INSTITUTIONS WITHOUT STRUCTURED GERONTOLOGY PROGRAMS BUT WITH VARIOUS GERONTOLOGICAL RESOURCES

EDUCATIONAL INSTITUTIONS WITHOUT STRUCTURED GERONTOLOGY PROGRAMS

DESCRIPTION OF GERONTOLOGY RESOURCES

| COLLEGE | AGING COURSES | DEPARTMENTS | LEVEL(S) | FUTURE PLANS IN GERONTOLOGY |
|---|---|---|---|---|
| Adelphi University | 1 - 5 | Nursing<br>Social Sciences<br>Social Work | Undergraduate<br>Graduate<br>Continuing Education | Add courses<br>Involve other departments |
| Adirondack Community College | 21-30 | Health Sciences<br>Nursing<br>Social Sciences | Undergraduate | Add courses<br>Offer a certificate or degree<br>Sponsor Seminars<br>Interest more students |
| Alfred University, School of Nursing | 1 - 5 | Nursing | Undergraduate | N. R. |
| Auburn Community College | 1 - 5 | Behavioral Sciences<br>Nursing | Undergraduate<br>Continuing Education | Add courses<br>Involve more faculty<br>Involve other departments<br>Form a gerontology committee<br>Sponsor Seminars |
| Broome Community College | 1 - 5 | Behavioral Sciences<br>Health Sciences<br>Nursing<br>Social Sciences | Undergraduate | Sponsor Seminars |
| Canisius College | 1 - 5 | N. R. | Undergraduate | N. R. |
| Cazenovia College | 1 - 5 | Behavioral Sciences<br>Social Sciences<br>Social Work | Undergraduate | Interest more students |

DESCRIPTION OF GERONTOLOGY RESOURCES, CONTINUED

| COLLEGE | AGING COURSES | DEPARTMENTS | LEVEL(S) | FUTURE PLANS IN GERONTOLOGY |
|---|---|---|---|---|
| Clinton Community College | 1 - 5 | N. R. | Continuing Education | None at this time |
| College for Human Services | 1 - 5 | Behavioral Sciences<br>Education<br>Human Development<br>Social Sciences<br>Social Work and Human Services | Undergraduate | None at this time |
| College of Mt. St. Vincent | 1 - 5 | Nursing<br>Social Sciences | Undergraduate | Add courses |
| College of New Rochelle | 1 - 5 | N. R. | Continuing Education | None at this time |
| College of St. Rose | 1 - 5 | Social Sciences<br>Social Work | Undergraduate | None at this time |
| Columbia-Greene Community College | 1 - 5 | Behavioral Sciences<br>Human Development<br>Social Work | Undergraduate | Interest more students<br>Sponsor Seminars |
| Community College of the Finger Lakes | 1 - 5 | Nursing<br>Social Work | Undergraduate | None at this time |
| Concordia College | None (parts of courses only) | Physical Sciences<br>Social Sciences | Undergraduate | Add courses<br>Sponsor Seminars |

DESCRIPTION OF GERONTOLOGY RESOURCES, CONTINUED

| COLLEGE | AGING COURSES | DEPARTMENTS | LEVEL(S) | FUTURE PLANS IN GERONTOLOGY |
|---|---|---|---|---|
| Cornell University | 1 - 5 | Social Sciences | Graduate | N. R. |
| Corning Community College | 6 - 10 | Behavioral Sciences<br>Health Sciences<br>Nursing<br>Social Work | Undergraduate | Add courses<br>Interest more students<br>Sponsor Seminars |
| CUNY - Bronx Community College | 1 - 5 | Behavioral Sciences | Undergraduate | Add courses<br>Involve more faculty<br>Involve other departments<br>Sponsor Seminars<br>Interest more students |
| CUNY - Graduate School | 1 - 5 | Behavioral Sciences | Graduate | None at this time |
| CUNY - Herbert H. Lehman College | 21-30 | Behavioral Sciences<br>Human Development<br>Nursing<br>Social Sciences | Undergraduate<br>Graduate<br>Continuing Education | Undetermined at this time |
| CUNY - Kingsborough Community College | 11-20 | Behavioral Sciences<br>Nursing<br>Physical Education & Recreation<br>Social Sciences<br>Social Work | Undergraduate | N. R. |

DESCRIPTION OF GERONTOLOGY RESOURCES, CONTINUED

| COLLEGE | AGING COURSES | DEPARTMENTS | LEVEL(S) | FUTURE PLANS IN GERONTOLOGY |
|---|---|---|---|---|
| CUNY - Queens College | 1 - 5 | Continuing Education<br>Health Sciences<br>Physical Education & Recreation | Undergraduate | Add courses |
| Dominican College of Blauvelt | 1 - 5 | Behavioral Sciences<br>Nursing<br>Social Sciences<br>Social Work | Undergraduate | Interest more students<br>Sponsor Seminars |
| Dowling College | 1 - 5 | Humanities | Undergraduate | None at this time |
| Dutchess Community College | 1 - 5 | Behavioral Sciences<br>Health Sciences<br>Nursing<br>Social Sciences<br>Social Work | Undergraduate | Involve more faculty<br>Involve more students<br>Sponsor Seminars |
| D'Youville College | 21-30 | Humanities<br>Nursing<br>Social Sciences<br>Social Work | Undergraduate | Add courses<br>Involve more faculty<br>Form a gerontology committee<br>Involve more students<br>Sponsor Seminars |
| Finch College | 1 - 5 | Behavioral Sciences | Undergraduate | None at this time |
| Hartwick College | 1 - 5 | Social Sciences<br>Nursing | Undergraduate | None at this time |

DESCRIPTION OF GERONTOLOGY RESOURCES, CONTINUED

| COLLEGE | AGING COURSES | DEPARTMENTS | LEVEL(S) | FUTURE PLANS IN GERONTOLOGY |
|---|---|---|---|---|
| Hilbert College | 1 - 5 | Behavioral Sciences<br>Human Development<br>Social Sciences<br>Social Work | Undergraduate<br>Continuing Education | N. R. |
| Hudson Valley Community College | 1 - 5 | Social Work | Undergraduate | Add courses<br>Interest more students |
| Ithaca College | 1 - 5 | Continuing Education<br>Health Sciences<br>Social Sciences | Undergraduate<br>Continuing Education | None at this time |
| Ladycliff College | 1 - 5 | Behavioral Sciences<br>Physical Sciences<br>Social Sciences | Undergraduate<br>Continuing Education | None at this time |
| LeMoyne College | 1 - 5 | Social Sciences | Undergraduate | Add courses<br>Involve other departments<br>Involve more faculty<br>Interest more students<br>Sponsor Seminars |
| Long Island University C. W. Post Center | 1 - 5 | Health Sciences | Graduate | Sponsor Seminars |
| Manhattan College | 1 - 5 | Social Sciences | Undergraduate | None at this time |

DESCRIPTION OF GERONTOLOGY RESOURCES, CONTINUED

| COLLEGE | AGING COURSES | DEPARTMENTS | LEVEL(S) | FUTURE PLANS IN GERONTOLOGY |
|---|---|---|---|---|
| Nassau Community College | 1 - 5 | Health Sciences<br>Nursing<br>Social Sciences | Undergraduate | None at this time |
| Nazareth College | 1 - 5 | Behavioral Sciences<br>Social Sciences<br>Social Work | Undergraduate<br>Graduate | Undetermined at this time |
| New School for Social Research | 1 - 5 | Behavorial Sciences<br>Medicine<br>Social Sciences<br>Social Work | Undergraduate | Developing a BA/MA Program in Gerontological Administration |
| Niagara University School of Nursing | 1 - 5 | Nursing<br>Social Sciences<br>Social Work | Undergraduate<br>Continuing Education | N. R. |
| North Country Community College | 1 - 5 | Behavioral Sciences<br>Health Sciences<br>Human Development<br>Nursing<br>Social Sciences<br>Social Work | Undergraduate<br>Continuing Education | Involve more faculty<br>Involve other departments<br>Interest more students<br>Sponsor Seminars |
| Orange County Community College | 1 - 5 | Continuing Education<br>Health Sciences<br>Nursing | Graduate<br>Continuing Education | Add courses<br>Involve more faculty<br>Involve other departments<br>Sponsor Seminars |

DESCRIPTION OF GERONTOLOGY RESOURCES, CONTINUED

| COLLEGE | AGING COURSES | DEPARTMENTS | LEVEL(S) | FUTURE PLANS IN GERONTOLOGY |
|---|---|---|---|---|
| Pace University | 1 - 5 | Behavioral Sciences<br>Humanities<br>Social Sciences | Undergraduate | Add courses<br>Involve more faculty<br>Involve other departments<br>Form a gerontology committee<br>Sponsor Seminars<br>Conduct research<br>Involve more students |
| Polytechnic Institute of New York | 1 - 5 | Physical Sciences | Undergraduate<br>Graduate | None at this time |
| Regents External Degree Program | 1 - 5 | Health Sciences | N. R. | Interest more students<br>Develop proficiency exams |
| Roberts Wesleyan College | 1 - 5 | Behavioral Sciences<br>Nursing<br>Social Work | Undergraduate | None at this time |
| Russell Sage College | 1 - 5 | Behavioral Sciences<br>Health Sciences<br>Nursing | Undergraduate<br>Graduate | None at this time |
| St. Bonaventure University | 1 - 5 | Social Sciences | Undergraduate | Undetermined at this time |
| St. Francis College | 1 - 5 | Health Sciences | Undergraduate | None at this time |
| St. John Fisher College | 1 - 5 | Behavioral Sciences | Undergraduate | Sponsor Seminars |
| Sarah Lawrence College | 1 - 5 | Behavioral Sciences<br>Social Sciences | Undergraduate | None at this time |

DESCRIPTION OF GERONTOLOGY RESOURCES, CONTINUED

| COLLEGE | AGING COURSES | DEPARTMENTS | LEVEL(S) | FUTURE PLANS IN GERONTOLOGY |
|---|---|---|---|---|
| Schenectady County Community College | 1 - 5 | Social Work | Undergraduate<br>Continuing Education | Add courses<br>Involve more faculty<br>Interest more students |
| Siena College | 1 - 5 | Social Sciences<br>Social Work | Undergraduate | Add courses<br>Involve more faculty<br>Interest more students<br>Sponsor Seminars |
| SUNY at Binghamton | 1 - 5 | Behavioral Sciences<br>Nursing | Undergraduate | Form a gerontology committee<br>Conduct research<br>Seek grants/funding |
| SUNY at Brockport | 1 - 5 | Health Sciences<br>Physical Education & Recreation<br>Social Work | Undergraduate | Add courses<br>Offer a certificate or degree<br>Sponsor Seminars<br>Interest more students |
| SUNY at Old Westbury | 1 - 5 | Health Sciences<br>Social Sciences | Undergraduate | Add courses<br>Involve more faculty<br>Involve other departments<br>Interest more students |
| SUNY College of Optometry | 1 - 5 | Health Sciences<br>Medicine | Graduate<br>Continuing Education | Establish a gerontology center<br>Sponsor Seminars<br>Conduct research |
| SUNY at Cortland | 1 - 5 | Health Sciences | Graduate | Interest more students<br>Sponsor seminars |

DESCRIPTION OF GERONTOLOGY RESOURCES, CONTINUED

| COLLEGE | AGING COURSES | DEPARTMENTS | LEVEL(S) | FUTURE PLANS IN GERONTOLOGY |
|---|---|---|---|---|
| SUNY at Plattsburgh | 1 - 5 | Human Development<br>Nursing | Continuing Education | Add courses<br>Involve older citizens in programs |
| SUNY at Stonybrook | 1 - 5 | Behavorial Sciences | Undergraduate<br>Graduate | Add courses |
| SUNY at Utica/Rome | 1 - 5 | Social Sciences | Undergraduate<br>Continuing Education | Add courses<br>Involve other departments<br>Involve more faculty<br>Sponsor Seminars |
| Tompkins-Cortland Community College | 1 - 5 | Behavorial Sciences<br>Nursing<br>Social Work | Undergraduate<br>Continuing Education | Add courses<br>Involve other departments<br>Offer certificates or degrees<br>Interest more students<br>Sponsor Seminars |
| Trocaire College | 1 - 5 | Health Sciences<br>Nursing | Undergraduate | Add courses<br>Form a gerontology committee<br>Interest more students<br>Sponsor Seminars |
| University of Rochester School of Dentistry | 6-10 | Medicine<br>Social Work | Graduate | N. R. |

DESCRIPTION OF GERONTOLOGY RESOURCES, CONTINUED

| COLLEGE | AGING COURSES | DEPARTMENTS | LEVEL(S) | FUTURE PLANS IN GERONTOLOGY |
|---|---|---|---|---|
| SUNY at Delhi | 1 - 5 | Behavorial Sciences<br>Nursing<br>Social Sciences | Undergraduate | Involve more faculty<br>Sponsor Seminars |
| SUNY, Downstate Medical Center | N. R. | Behavorial Sciences<br>Health Sciences<br>Medicine<br>Nursing<br>Social Sciences<br>Social Work | Undergraduate<br>Graduate<br>Continuing Education | N. R. |
| SUNY, Empire State College | No formal courses, but aging is an area of study | No structured departments | N. R. | N. R. |
| SUNY at Farmingdale | 1 - 5 | Health Sciences<br>Nursing | Undergraduate<br>Continuing Education | Add courses<br>Involve more faculty<br>Involve other departments<br>Interest more students<br>Sponsor Seminars |
| SUNY at New Paltz | 1 - 5 | Social Sciences | Undergraduate | None at this time |
| SUNY at Oswego | 1 - 5 | Behavorial Sciences | N. R. | N. R. |

DESCRIPTION OF GERONTOLOGY RESOURCES, CONTINUED

| COLLEGE | AGING COURSES | DEPARTMENTS | LEVEL(S) | FUTURE PLANS IN GERONTOLOGY |
|---|---|---|---|---|
| Wagner College | 1 - 5 | Behavorial Sciences<br>Business & Public Administration<br>Nursing | Undergraduate | None at this time |
| Wells College | 1 - 5 | Behavorial Sciences<br>Physical Sciences<br>Social Sciences | Undergraduate | N. R. |
| Westchester Community College | 1 - 5 | Health Sciences<br>Social Sciences<br>Social Work | Undergraduate | None at this time |

NR= No response

# APPENDIX I

## PERSONNEL NEEDS ASSESSMENT
## FREQUENCY DISTRIBUTION

PERSONNEL NEEDS ASSESSMENT
FREQUENCY DISTRIBUTION

| ORGANIZATION CATEGORY | # | % |
|---|---|---|
| Senior club or center | 77 | 24.7 |
| Nursing home, extended care facility | 54 | 17.3 |
| Hospital | 15 | 4.8 |
| Intermediate/Health-related facility | 5 | 1.6 |
| County/City health department | 13 | 4.2 |
| Home health agency, home aides | 57 | 18.3 |
| Title VII nutrition project | 32 | 10.3 |
| Senior volunteer program | 16 | 5.1 |
| Area agency on aging | 25 | 8.0 |
| County Social Services Department | 18 | 5.8 |
| | 312 | 100.1 |

| NUMBER OF STAFF EMPLOYED | # | % |
|---|---|---|
| fewer than 5 | 74 | 24.5 |
| 5 - 25 | 101 | 33.4 |
| 26 - 50 | 31 | 10.3 |
| 51 - 75 | 17 | 5.6 |
| 76 - 100 | 13 | 4.3 |
| more than 100 | 66 | 21.9 |
| | 302 | 100.0 |

| PERCENTAGE OF ADMINISTRATIVE STAFF | # | % |
|---|---|---|
| 0 - 15% | 178 | 70.6 |
| 16 - 30% | 34 | 13.5 |
| 31 - 50% | 30 | 11.9 |
| 51 - 75% | 2 | .8 |
| 76 - 100% | 8 | 3.2 |
| | 252 | 100.0 |

| PERCENTAGE OF SUPERVISORY STAFF | # | % |
|---|---|---|
| 0 - 15% | 159 | 68.2 |
| 16 - 30% | 33 | 14.2 |
| 31 - 50% | 21 | 9.0 |
| 51 - 75% | 12 | 5.2 |
| 76 - 100% | 8 | 3.4 |
| | 233 | 100.0 |

| PERCENTAGE OF PROFESSIONAL STAFF | # | % |
|---|---|---|
| 0 - 15% | 46 | 20.6 |
| 16 - 30% | 69 | 30.9 |
| 31 - 50% | 51 | 22.9 |
| 51 - 75% | 45 | 20.2 |
| 76 - 100% | 12 | 5.4 |
| | 223 | 100.0 |

| PERCENTAGE OF PARAPROFESSIONAL STAFF | # | % |
|---|---|---|
| 0 - 15% | 35 | 18.0 |
| 16 - 30% | 43 | 22.2 |
| 31 - 50% | 53 | 27.3 |
| 51 - 75% | 49 | 25.3 |
| 76 - 100% | 14 | 7.2 |
| | 194 | 100.0 |

| PERCENTAGE OF VOLUNTEER STAFF | # | % |
|---|---|---|
| 0 - 15% | 2 | 16.7 |
| 16 - 30% | 1 | 8.3 |
| 31 - 50% | 1 | 8.3 |
| 51 - 75% | 1 | 8.3 |
| 76 - 100% | 7 | 58.3 |
| | 12 | 99.9 |

| PERCENTAGE OF CLERICAL STAFF | # | % |
|---|---|---|
| 0 - 15% | 23 | 39.7 |
| 16 - 30% | 23 | 39.7 |
| 31 - 50% | 9 | 15.5 |
| 51 - 75% | 3 | 5.2 |
| 76 - 100% | 0 | 0 |
| | 58 | 100.1 |

| PERCENTAGE OF SUPPORT STAFF | # | % |
|---|---|---|
| 0 - 15% | 16 | 32.0 |
| 16 - 30% | 12 | 24.0 |
| 31 - 50% | 10 | 20.0 |
| 51 - 75% | 10 | 20.0 |
| 76 - 100% | 2 | 4.0 |
| | 50 | 100.0 |

| PORTION OF STAFF WITH SPECIALIZED TRAINING IN GERONTOLOGY/GERIATRICS | # | % |
|---|---|---|
| All staff | 43 | 14.9 |
| Most staff | 59 | 20.4 |
| Some staff | 75 | 26.0 |
| A few of the staff | 77 | 26.6 |
| None of the staff | 35 | 12.1 |
| | 289 | 100.0 |

| HIRING PREFERENCES RE. SPECIALIZED TRAINING IN GERONTOLOGY/GERIATRICS | # | % |
|---|---|---|
| No | 20 | 6.8 |
| Irrelevant | 60 | 20.4 |
| Yes | 214 | 72.8 |
| | 294 | 100.0 |

| STAFF LEVEL(S) WHERE SPECIALIZED TRAINING IS PREFERRED | # | % |
|---|---|---|
| Administrative | 142 | N.A. |
| Supervisory | 160 | (Multiple |
| Professional | 178 | responses) |
| Paraprofessional | 121 | |
| | 601 | |

| IMPROVEMENT OF SERVICES WITH SPECIALIZED TRAINING | # | % |
|---|---|---|
| Yes | 236 | 79.7 |
| No | 51 | 17.2 |
| Conditional | 9 | 3.0 |
| | 296 | 99.9 |

| EDUCATION REQUIRED AT ADMINISTRATIVE LEVEL | # | % |
|---|---|---|
| Graduate degree | 150 | 54.7 |
| Four-year degree | 94 | 34.3 |
| Nursing degree | 0 | 0 |
| Professional degree | 5 | 1.8 |
| Two-year degree | 10 | 3.6 |
| High school degree | 14 | 5.1 |
| Some high school | 1 | .4 |
| | 274 | 99.9 |

| EDUCATION REQUIRED AT SUPERVISORY LEVEL | # | % |
|---|---|---|
| Graduate degree | 46 | 17.9 |
| Four-year degree | 128 | 49.8 |
| Nursing degree | 27 | 10.5 |
| Professional degree | 11 | 4.3 |
| Two-year degree | 21 | 8.2 |
| High school degree | 24 | 9.3 |
| Some high school | 0 | 0 |
| | 257 | 100.0 |

| EDUCATION REQUIRED AT PROFESSIONAL LEVEL | # | % |
|---|---|---|
| Graduate degree | 56 | 23.0 |
| Four-year degree | 119 | 48.8 |
| Nursing degree | 37 | 15.2 |
| Professional degree | 23 | 9.4 |
| Two-year degree | 5 | 2.0 |
| High school degree | 4 | 1.6 |
| Some high school | 0 | 0 |
| | 244 | 100.0 |

| EDUCATION REQUIRED AT PARAPROFESSIONAL LEVEL | # | % |
|---|---|---|
| Graduate degree | 1 | .5 |
| Four year degree | 12 | 5.6 |
| Nursing degree | 3 | 1.4 |
| Professional degree | 13 | 6.1 |
| Two-year degree | 41 | 19.2 |
| High school degree | 112 | 52.3 |
| Some high school | 32 | 15.0 |
| | 214 | 100.1 |

| EDUCATION REQUIRED AT VOLUNTEER LEVEL | # | % |
|---|---|---|
| Graduate degree | 1 | 50.0 |
| Four-year degree | 0 | 0 |
| Nursing degree | 0 | 0 |
| Professional degree | 0 | 0 |
| Two-year degree | 0 | 0 |
| High school degree | 1 | 50.0 |
| Some high school | 0 | 0 |
| | 2 | 100.0 |

| EDUCATION REQUIRED AT CLERICAL LEVEL | # | % |
|---|---|---|
| Graduate degree | 0 | 0 |
| Four-year degree | 0 | 0 |
| Nursing degree | 0 | 0 |
| Professional degree | 1 | 2.6 |
| Two-year degree | 2 | 5.3 |
| High school degree | 34 | 89.5 |
| Some high school | 1 | 2.6 |
| | 38 | 100.0 |

| EDUCATION REQUIRED AT SUPPORT LEVEL | # | % |
|---|---|---|
| Graduate degree | 0 | 0 |
| Four-year degree | 0 | 0 |
| Nursing degree | 0 | 0 |
| Professional degree | 0 | 0 |
| Two-year degree | 0 | 0 |
| High school degree | 22 | 68.8 |
| Some high school | 10 | 31.3 |
| | 32 | 100.1 |

| EXPERIENCE REQUIRED AT ADMINISTRATIVE LEVEL | # | % |
|---|---|---|
| One-two years experience | 59 | N.A. |
| Three-five years experience | 170 | (Multiple |
| Organization and management skills | 208 | responses) |
| Communication skills | 156 | |
| Specialized training in gerontology | 67 | |
| Interest in aged | 6 | |
| More than five years experience | 3 | |
| Other specialized training, licensing | 9 | |
| | 678 | |

| EXPERIENCE REQUIRED AT SUPERVISORY LEVEL | # | % |
|---|---|---|
| One-two years experience | 138 | N.A. |
| Three-five years experience | 90 | (Multiple |
| Organization and management skills | 151 | responses) |
| Communication skills | 153 | |
| Specialized training in gerontology | 61 | |
| Interest in aged | 3 | |
| More than five years experience | 2 | |
| Other specialized training, licensing | 8 | |
| | 606 | |

| EXPERIENCE REQUIRED AT PROFESSIONAL LEVEL | # | % |
|---|---|---|
| One-two years experience | 125 | N.A. |
| Three-five years experience | 50 | (Multiple |
| Organization and management skills | 55 | responses) |
| Communication skills | 108 | |
| Specialized training in gerontology | 83 | |
| Interest in aged | 4 | |
| More than five years experience | 0 | |
| Other specialized training, licensing | 15 | |
| | 440 | |

| EFFECT OF GERONTOLOGY DEGREE ON EMPLOYEES' JOB STATUS | # | % |
|---|---|---|
| No effect | 66 | 23.4 |
| Better qualified for same job | 120 | 42.6 |
| Financial increase | 9 | 3.2 |
| Promotion within same level | 26 | 9.2 |
| Promotion to a higher level | 39 | 13.8 |
| Overqualified | 15 | 5.3 |
| Restricted by Civil Service | 7 | 2.5 |
| | 282 | 100.0 |

| INTEREST EXPRESSED BY STAFF IN HIGHER EDUCATION IN GERONTOLOGY | # | % |
|---|---|---|
| Quite a bit expressed | 36 | 12.4 |
| Some expressed | 103 | 35.5 |
| Small amount expressed | 68 | 23.4 |
| No interest expressed | 83 | 28.6 |
| | 290 | 99.9 |

| ENCOURAGEMENT BY EMPLOYER TO UNDERTAKE GERONTOLOGICAL TRAINING | # | % |
|---|---|---|
| Yes | 261 | 90.9 |
| No | 22 | 7.7 |
| Conditional | 4 | 1.4 |
| | 287 | 100.0 |

| SUPPORT BY EMPLOYER FOR STAFF TRAINING/EDUCATION | # | % |
|---|---|---|
| Absorbing tuition costs | 80 | N.A. |
| Arranging time-off | 210 | (Multiple |
| Reducing work load | 45 | responses) |
| Evaluating work experience | 158 | |
| Assuring continued employment | 80 | |
| None of above | 5 | |
| | 578 | |

| MOST USEFUL TYPE OF DEGREE OR TRAINING | # | % |
|---|---|---|
| Certificate | 117 | N.A. |
| Associate degree | 43 | (Multiple |
| Baccalaureate degree | 41 | responses) |
| Graduate degree | 47 | |
| In-service workshops | 231 | |
| None of above | 23 | |
| | 502 | |

| PROJECTED PERSONNEL NEEDS | # | % |
|---|---|---|
| Generalist in gerontology | 30 | 11.1 |
| Specialist in gerontology | 106 | 39.1 |
| Both of above | 102 | 37.6 |
| Neither of above | 33 | 12.2 |
| | 271 | 100.0 |

| ORGANIZATION'S OLDER CLIENTS | # | % |
|---|---|---|
| Fewer than 50 | 13 | 4.3 |
| 50-300 | 119 | 39.8 |
| 301-550 | 46 | 15.4 |
| 551-800 | 30 | 10.0 |
| More than 800 | 91 | 30.4 |
| | 299 | 99.9 |

# APPENDIX J

## PERCENTAGE DISTRIBUTION OF ORGANIZATION CATEGORY

TABLE ONE
PERCENTAGE DISTRIBUTION OF ORGANIZATION CATEGORY
BY PORTION OF STAFF WITH TRAINING IN GERONTOLOGY

| STAFF WITH GERONTOLOGY TRAINING | ORGANIZATION CATEGORY | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Senior Club | Nursing Home | Hospital | H.R.F. | Health Dept. | Home Aides | Title VII | R.S.V.P. | A.A.A. | Social Srvcs. Dept. |
| All Staff | 14.3% (9) | 19.2 (10) | 6.7 (1) | 0.0 (0) | 33.3 (4) | 24.1 (13) | 3.1 (1) | 13.3 (2) | 12.0 (3) | 0.0 (0) |
| Most Staff | 12.7 (8) | 30.8 (16) | 20.0 (3) | 25.0 (1) | 8.3 (1) | 33.3 (18) | 6.3 (2) | 20.0 (3) | 28.0 (7) | 0.0 (0) |
| Some Staff | 12.7 (8) | 38.5 (20) | 33.3 (5) | 50.0 (2) | 33.3 (4) | 14.8 (8) | 25.0 (8) | 26.7 (4) | 36.0 (9) | 41.2 (7) |
| A Few Staff | 31.7 (20) | 11.5 (6) | 40.0 (6) | 0.0 (0) | 25.0 (3) | 16.7 (9) | 53.1 (17) | 26.7 (4) | 20.0 (5) | 41.2 (7) |
| None of Staff | 28.6 (18) | 0.0 (0) | 0.0 (0) | 25.0 (1) | 0.0 (0) | 11.1 (6) | 12.5 (4) | 13.3 (2) | 4.0 (1) | 17.6 (3) |
| TOTAL | 100.0 (63) | 100.0 (52) | 100.0 (15) | 100.0 (4) | 99.9 (12) | 100.0 (54) | 100.0 (32) | 100.0 (15) | 100.0 (25) | 100.0 (17) |

Missing Observations = 24

N = 289

TABLE TWO
PERCENTAGE DISTRIBUTION OF ORGANIZATION CATEGORY
BY AMOUNT OF INTEREST EXPRESSED IN GERONTOLOGY
TRAINING BY STAFF

| INTEREST EXPRESSED | ORGANIZATION CATEGORY | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Senior Club | Nursing Home | Hospital | H.R.F. | Health Dept. | Home Aides | Title VII | R.S.V.P. | A.A.A. | Social Srvcs. Dept. |
| Quite a Bit | 9.2% (6) | 21.2 (11) | 6.7 (1) | 20.0 (1) | 0.0 (0) | 3.8 (2) | 9.7 (3) | 35.7 (5) | 28.0 (7) | 0.0 (0) |
| Some | 33.8 (22) | 40.4 (21) | 46.7 (7) | 20.0 (1) | 23.1 (3) | 32.1 (17) | 41.9 (13) | 21.4 (3) | 48.0 (12) | 23.5 (4) |
| Small Amount | 20.0 (13) | 26.9 (14) | 20.0 (3) | 40.0 (2) | 38.5 (5) | 20.8 (11) | 19.4 (6) | 35.7 (5) | 12.0 (3) | 35.3 (6) |
| None | 36.9 (24) | 11.5 (6) | 26.7 (4) | 20.0 (1) | 38.5 (5) | 43.4 (23) | 29.0 (9) | 7.1 (1) | 12.0 (3) | 41.2 (7) |
| TOTAL | 99.9 (65) | 100.0 (52) | 100.1 (15) | 100.0 (5) | 100.1 (13) | 100.1 (53) | 100.0 (31) | 99.9 (14) | 100.0 (25) | 100.0 (17) |

N = 290

Missing Observations = 23

TABLE THREE
PERCENTAGE DISTRIBUTION OF ORGANIZATION CATEGORY
BY MOST USEFUL TYPE OF TRAINING/EDUCATION

| TYPE OF TRAINING/ EDUCATION | ORGANIZATION CATEGORY | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Senior Club | Nursing Home | Hospital | H.R.F. | Health Dept. | Home Aides | Title VII | R.S.V.P. | A.A.A. | Social Srvcs.Dept. |
| Certificate | 19.8% (20) | 25.4 (29) | 26.3 (10) | 25.0 (2) | 18.8 (3) | 19.4 (13) | 31.1 (19) | 39.1 (9) | 17.6 (9) | 13.6 (3) |
| Associate Degree | 8.9 (9) | 11.4 (13) | 10.5 (4) | 12.5 (1) | 0.0 (0) | 0.0 (0) | 11.5 (7) | 8.7 (2) | 13.7 (7) | 0.0 (0) |
| Bacca-laureate Deg. | 5.0 (5) | 15.8 (18) | 10.5 (4) | 0.0 (0) | 6.3 (1) | 4.5 (3) | 4.9 (3) | 0.0 (0) | 11.8 (6) | 4.5 (1) |
| Graduate Degree | 8.9 (9) | 7.9 (9) | 15.8 (6) | 0.0 (0) | 6.3 (1) | 4.5 (3) | 9.8 (6) | 8.7 (2) | 19.6 (10) | 4.5 (1) |
| In-Service Workshops | 45.5 (46) | 39.5 (45) | 36.8 (14) | 62.5 (5) | 62.5 (10) | 65.7 (44) | 39.3 (24) | 43.5 (10) | 37.3 (19) | 59.1 (13) |
| None of Above | 11.9 (12) | 0.0 (0) | 0.0 (0) | 0.0 (0) | 6.3 (1) | 6.0 (4) | 3.3 (2) | 0.0 (0) | 0.0 (0) | 18.2 (4) |
| TOTAL | 100.0 (101) | 100.0 (114) | 99.9 (38) | 100.0 (8) | 100.2 (16) | 100.1 (67) | 99.9 (61) | 100.0 (23) | 100.0 (51) | 99.9 (22) |

N = 501

N reflects multiple responses

TABLE FOUR
PERCENTAGE DISTRIBUTION OF ORGANIZATION CATEGORY BY
EFFECT OF GERONTOLOGICAL TRAINING ON JOB STATUS

| EFFECT OF TRAINING ON JOB STATUS | ORGANIZATION CATEGORY | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Senior Club | Nursing Home | Hospital | H.R.F. | Health Dept. | Home Aides | Title VII | R.S.V.P. | A.A.A. | Social Srvcs.Dept. |
| No Effect | 30.8% (20) | 4.0 (2) | 0.0 (0) | 0.0 (0) | 46.2 (6) | 36.0 (18) | 26.7 (8) | 21.4 (3) | 12.0 (3) | 33.3 (6) |
| Better Qualified | 38.5 (25) | 46.0 (23) | 38.5 (5) | 25.0 (1) | 30.8 (4) | 44.0 (22) | 33.3 (10) | 57.1 (8) | 56.0 (14) | 44.4 (8) |
| Financial Increase | 4.6 (3) | 8.0 (4) | 7.7 (1) | 0.0 (0) | 0.0 (0) | 2.0 (1) | 0.0 (0) | 0.0 (0) | 0.0 (0) | 0.0 (0) |
| Lateral Move | 6.2 (4) | 14.0 (7) | 23.1 (3) | 25.0 (1) | 7.7 (1) | 4.0 (2) | 10.0 (3) | 7.1 (1) | 12.0 (3) | 5.6 (1) |
| Promotion | 12.3 (8) | 26.0 (13) | 23.1 (3) | 0.0 (0) | 0.0 (0) | 6.0 (3) | 20.0 (6) | 7.1 (1) | 20.0 (5) | 0.0 (0) |
| Over-qualified | 6.2 (4) | 2.0 (1) | 7.7 (1) | 50.0 (2) | 0.0 (0) | 6.0 (3) | 10.0 (3) | 7.1 (1) | 0.0 (0) | 0.0 (0) |
| Civil Service | 1.5 (1) | 0.0 (0) | 0.0 (0) | 0.0 (0) | 15.4 (2) | 2.0 (1) | 0.0 (0) | 0.0 (0) | 0.0 (0) | 16.7 (3) |
| TOTAL | 100.1 (65) | 100.0 (50) | 100.1 (13) | 100.0 (4) | 100.1 (13) | 100.0 (50) | 100.0 (30) | 99.8 (14) | 100.0 (25) | 100.0 (18) |

Missing Observations = 31

N = 282

TABLE FIVE
PERCENTAGE DISTRIBUTION OF ORGANIZATION CATEGORY
BY PROJECTED PERSONNEL NEEDS

| PROJECTED NEEDS | ORGANIZATION CATEGORY | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Senior Club | Nursing Home | Hospital | H.R.F. | Health Dept. | Home Aides | Title VII | R.S.V.P. | A.A.A. | Social Srvcs.Dept. |
| Generalist in Gerontology | 8.9 (5) | 11.5 (6) | 0.0 (0) | 0.0 (0) | 8.3 (1) | 8.2 (4) | 17.2 (5) | 30.8 (4) | 16.7 (4) | 6.3 (1) |
| Specialist in Gerontology | 30.4 (17) | 36.5 (19) | 46.7 (7) | 25.0 (1) | 75.0 (9) | 61.2 (30) | 27.6 (8) | 15.4 (2) | 25.0 (6) | 43.8 (7) |
| Both | 44.6 (25) | 44.2 (23) | 46.7 (7) | 75.0 (3) | 16.7 (2) | 16.3 (8) | 37.9 (11) | 46.2 (6) | 50.0 (12) | 25.0 (4) |
| Neither | 16.1 (9) | 7.7 (4) | 6.7 (1) | 0.0 (0) | 0.0 (0) | 14.3 (7) | 17.2 (5) | 7.7 (1) | 8.3 (2) | 25.0 (4) |
| TOTAL | 100.0 (56) | 99.9 (52) | 100.1 (15) | 100.0 (4) | 100.0 (12) | 100.0 (49) | 99.9 (29) | 100.1 (13) | 100.0 (24) | 100.1 (16) |

Missing Observations = 43

N = 270

# APPENDIX K

## EDUCATION AND EXPERIENCE

## REQUIREMENTS AT AGING-SERVICE ORGANIZATIONS

These ten tables illustrate the relationship between the education and experience requirements at staff levels above the paraprofessional level in ten different types of organizations.

The tables are read as follows: the numbers in the cells indicate how many organizations (such as senior clubs and centers) require their administrators, supervisory staff, and professional staff to have certain types of education or experience. The educational level is read across the chart, and other requirements are listed down the chart. Within each educational category, the three staff levels are listed in columns.

For example, in Table One, the first number in the first cell is 5. This means that at 5 senior centers, the administrators are required to have graduate degrees and 1-2 years experience. Reading down the table, we can see that the highest frequency is 20, indicating that at 20 senior centers, administrators must have graduate degrees and organization and management skills.

TABLE ONE
DISTRIBUTION OF EDUCATION AND EXPERIENCE REQUIREMENTS FOR SENIOR CLUBS AND CENTERS

EDUCATION LEVEL

| OTHER REQUIREMENTS / STAFF LEVEL | Graduate Deg. | | | 4-Yr. Degree | | | Nursing Deg. | | | Professional Degree | | | 2-Yr. Deg. | | | High School | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | S | P | A | S | P | A | S | P | A | S | P | A | S | P | A | S | P |
| 1-2 Yrs. Experience | 5 | 5 | 4 | 2 | 9 | 6 | 0 | 0 | 0 | 1 | 0 | 5 | 0 | 2 | 0 | 2 | 3 | 0 |
| 3-5 Yrs. Experience | 18 | 9 | 5 | 6 | 7 | 5 | 0 | 0 | 0 | 2 | 0 | 1 | 4 | 2 | 1 | 2 | 1 | 1 |
| Organization and Management Skills | 20 | 6 | 2 | 9 | 11 | 4 | 0 | 0 | 0 | 2 | 0 | 1 | 1 | 4 | 1 | 5 | 2 | 1 |
| Communication Skills | 11 | 11 | 3 | 7 | 7 | 7 | 0 | 0 | 0 | 1 | 0 | 2 | 2 | 4 | 1 | 4 | 1 | 0 |
| Gerontology Training | 8 | 7 | 4 | 2 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 1 | 1 | 2 | 1 | 1 |
| Interest in Older People | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| More than 5 Yrs. Experience | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 |
| Special Licensing | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| TOTAL | 64 | 40 | 18 | 28 | 38 | 26 | 0 | 0 | 0 | 6 | 0 | 12 | 8 | 14 | 5 | 16 | 9 | 3 |

N = 287

In senior clubs and centers, administrators are most often required to have a graduate degree and organization and management skills or three-five years experience; supervisors need either a graduate degree and communication skills, or a four-year degree and organization and management skills; professional staff are required to have a four-year degree and communication skills or one-two years experience.

TABLE TWO
DISTRIBUTION OF EDUCATION AND EXPERIENCE REQUIREMENTS FOR
NURSING HOMES AND EXTENDED CARE FACILITIES

EDUCATION LEVEL

| OTHER REQUIREMENTS / STAFF LEVEL | Graduate Deg. | | | 4-Yr. Degree | | | Nursing Deg. | | | Professional Degree | | | 2-Yr. Deg. | | | High School | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | S | P | A | S | P | A | S | P | A | S | P | A | S | P | A | S | P |
| 1-2 Yrs. Experience | 7 | 2 | 5 | 6 | 8 | 8 | 0 | 14 | 16 | 0 | 2 | 5 | 0 | 3 | 0 | 0 | 1 | 0 |
| 3-5 Yrs. Experience | 16 | 1 | 3 | 13 | 6 | 5 | 0 | 7 | 1 | 1 | 1 | 1 | 1 | 2 | 0 | 1 | 1 | 0 |
| Organization and Management Skills | 18 | 2 | 1 | 19 | 9 | 7 | 0 | 12 | 4 | 1 | 2 | 2 | 0 | 4 | 0 | 1 | 2 | 0 |
| Communication Skills | 15 | 2 | 2 | 9 | 9 | 7 | 0 | 8 | 11 | 0 | 2 | 3 | 0 | 3 | 1 | 0 | 2 | 0 |
| Gerontology Training | 10 | 3 | 5 | 8 | 7 | 6 | 0 | 8 | 14 | 1 | 2 | 4 | 0 | 3 | 0 | 0 | 0 | 0 |
| Interest in Older People | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| More than 5 Yrs. Experience | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Licensing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 66 | 10 | 16 | 56 | 39 | 33 | 0 | 50 | 47 | 3 | 9 | 15 | 1 | 15 | 1 | 2 | 6 | 0 |

N = 369

At nursing homes and extended care facilities, administrators need organization and management skills and a graduate or four-year degree; supervisors and professionals need a nursing degree and one-two years experience.

TABLE THREE
DISTRIBUTION OF EDUCATION AND EXPERIENCE REQUIREMENTS FOR HOSPITALS

EDUCATION LEVEL

| OTHER REQUIREMENTS / STAFF LEVEL | Graduate Deg. | | | 4-Yr. Degree | | | Nursing Deg. | | | Professional Degree | | | 2-Yr. Deg. | | | High School | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | S | P | A | S | P | A | S | P | A | S | P | A | S | P | A | S | P |
| 1-2 Yrs. Experience | 1 | 4 | 4 | 0 | 2 | 2 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 |
| 3-5 Yrs. Experience | 10 | 1 | 2 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Organization and Management Skills | 11 | 4 | 4 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Communication Skills | 8 | 3 | 5 | 1 | 5 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Gerontology Training | 0 | 1 | 2 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Interest in Older People | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| More than 5 Yrs. Experience | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Licensing | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 30 | 13 | 18 | 5 | 17 | 4 | 0 | 0 | 2 | 0 | 3 | 1 | 0 | 0 | 0 | 0 | 3 | 0 |

N = 96

In hospitals, administrators need a graduate degree and organization and management skills; supervisors appear to need a combination of one to five years experience, organization and management skills, and either a graduate or four-year degree; professionals are required to have a graduate degree and communication skills.

TABLE FOUR
DISTRIBUTION OF EDUCATION AND EXPERIENCE REQUIREMENTS FOR INTERMEDIATE AND HEALTH-RELATED FACILITIES

EDUCATION LEVEL

| OTHER REQUIREMENTS / STAFF LEVEL | Graduate Deg. | | | 4-Yr. Degree | | | Nursing Deg. | | | Professional Degree | | | 2-Yr. Deg. | | | High School | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | S | P | A | S | P | A | S | P | A | S | P | A | S | P | A | S | P |
| 1-2 Yrs. Experience | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3-5 Yrs. Experience | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Organization and Management Skills | 2 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Communication Skills | 2 | 0 | 0 | 1 | 1 | 2 | 0 | 1 | 1 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Gerontology Training | 3 | 0 | 0 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Interest in Older People | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| More than 5 Yrs. Experience | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Licensing | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 10 | 1 | 0 | 4 | 4 | 6 | 0 | 2 | 3 | 0 | 6 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |

N = 38

At intermediate and health-related facilities, administrators need a graduate degree and some training in gerontology; supervisors are required to have a professional degree (such as an L.P.N. or P.H.N.) and one-two years experience and communication skills; professionals need a four-year degree and one-two years experience, communication skills and gerontology training.

TABLE FIVE
DISTRIBUTION OF EDUCATION AND EXPERIENCE REQUIREMENTS FOR
COUNTY/CITY HEALTH DEPARTMENTS

EDUCATION LEVEL

| OTHER REQUIREMENTS / STAFF LEVEL | Graduate Deg. | | | 4-Yr. Degree | | | Nursing Deg. | | | Professional Degree | | | 2-Yr. Deg. | | | High School | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | S | P | A | S | P | A | S | P | A | S | P | A | S | P | A | S | P |
| 1-2 Yrs. Experience | 1 | 0 | 1 | 0 | 7 | 2 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3-5 Yrs. Experience | 8 | 2 | 0 | 0 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Organization and Management Skills | 9 | 1 | 1 | 1 | 6 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Communication Skills | 6 | 1 | 1 | 0 | 5 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Gerontology Training | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Interest in Older People | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| More than 5 Yrs. Experience | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Licensing | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 24 | 4 | 3 | 1 | 23 | 7 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

N = 68

In the county health departments, administrators are required to have a graduate degree and organization and management skills; supervisory staff need four-year degrees and one-two years experience; professionals need a professional degree and one-two years experience.

TABLE SIX
DISTRIBUTION OF EDUCATION AND EXPERIENCE REQUIREMENTS FOR
HOME HEALTH AGENCIES AND HOME AIDE PROGRAMS

EDUCATION LEVEL

| OTHER REQUIREMENTS / STAFF LEVEL | Graduate Deg. | | | 4-Yr. Degree | | | Nursing Deg. | | | Professional Degree | | | 2-Yr. Deg. | | | High School | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | S | P | A | S | P | A | S | P | A | S | P | A | S | P | A | S | P |
| 1-2 Yrs. Experience | 6 | 5 | 7 | 0 | 21 | 17 | 0 | 1 | 4 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3-5 Yrs. Experience | 29 | 2 | 2 | 6 | 15 | 3 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Organization and Management Skills | 31 | 4 | 1 | 6 | 23 | 5 | 0 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Communication Skills | 27 | 5 | 4 | 4 | 26 | 15 | 0 | 3 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Gerontology Training | 4 | 2 | 3 | 1 | 5 | 7 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Interest in Older People | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| More than 5 Yrs. Experience | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Licensing | 4 | 0 | 1 | 1 | 3 | 4 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 101 | 18 | 18 | 18 | 93 | 51 | 0 | 9 | 11 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |

N = 323

At home health agencies and home aide programs, administrators are required to have graduate degrees and organization and management skills; supervisors need four-year degrees and communication skills; professionals need four-year degrees and one-two years experience.

TABLE SEVEN
DISTRIBUTION OF EDUCATION AND EXPERIENCE REQUIREMENTS FOR
TITLE VII NUTRITION PROJECTS

EDUCATION LEVEL

| OTHER REQUIREMENTS / STAFF LEVEL | Graduate Deg. | | | 4-Yr. Degree | | | Nursing Deg. | | | Professional Degree | | | 2-Yr. Deg. | | | High School | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | S | P | A | S | P | A | S | P | A | S | P | A | S | P | A | S | P |
| 1-2 Yrs. Experience | 2 | 1 | 2 | 5 | 4 | 6 | 0 | 0 | 0 | 1 | 2 | 2 | 2 | 4 | 1 | 2 | 8 | 0 |
| 3-5 Yrs. Experience | 5 | 0 | 3 | 4 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 2 | 0 |
| Organization and Management Skills | 6 | 1 | 1 | 11 | 1 | 4 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 3 | 0 | 2 | 5 | 0 |
| Communication Skills | 7 | 1 | 1 | 9 | 3 | 7 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 3 | 0 | 2 | 7 | 0 |
| Gerontology Training | 3 | 0 | 3 | 4 | 1 | 5 | 0 | 0 | 0 | 1 | 0 | 3 | 0 | 0 | 0 | 1 | 0 | 0 |
| Interest in Older People | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| More than 5 Yrs. Experience | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Licensing | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 24 | 3 | 10 | 33 | 10 | 27 | 0 | 0 | 0 | 3 | 3 | 8 | 5 | 11 | 1 | 7 | 22 | 0 |

N = 167

In the Title VII nutrition projects, administrators are required to have four-year degrees and organization and management skills; supervisory staff need high school diplomas and one-two years experience; professionals need four-year degrees and communication skills.

TABLE EIGHT
DISTRIBUTION OF EDUCATION AND EXPERIENCE REQUIREMENTS FOR
RETIRED SENIOR VOLUNTEER PROGRAMS

EDUCATION LEVEL

| OTHER REQUIREMENTS / STAFF LEVEL | Graduate Deg. | | | 4-Yr. Degree | | | Nursing Deg. | | | Professional Degree | | | 2-Yr. Deg. | | | High School | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | S | P | A | S | P | A | S | P | A | S | P | A | S | P | A | S | P |
| 1-2 Yrs. Experience | 1 | 1 | 0 | 5 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 1 | 0 | 0 |
| 3-5 Yrs. Experience | 0 | 0 | 0 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 |
| Organization and Management Skills | 4 | 1 | 0 | 8 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 |
| Communication Skills | 2 | 1 | 0 | 6 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 1 | 1 | 0 |
| Gerontology Training | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| Interest in Older People | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| More than 5 Yrs. Experience | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Licensing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 7 | 4 | 0 | 26 | 6 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 5 | 3 | 0 |

N = 59

In Retired Senior Volunteer Programs, administrators and supervisors are required to have four-year degrees and organization and management skills; professionals need two-year degrees and one-two years experience and communication skills.

TABLE NINE
DISTRIBUTION OF EDUCATION AND EXPERIENCE REQUIREMENTS FOR
AREA AGENCIES ON AGING

EDUCATION LEVEL

| OTHER REQUIREMENTS / STAFF LEVEL | Graduate Deg. | | | 4-Yr. Degree | | | Nursing Deg. | | | Professional Degree | | | 2-Yr. Deg. | | | High School | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | S | P | A | S | P | A | S | P | A | S | P | A | S | P | A | S | P |
| 1-2 Yrs. Experience | 5 | 3 | 3 | 1 | 6 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 | 0 |
| 3-5 Yrs. Experience | 6 | 1 | 2 | 6 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
| Organization and Management Skills | 11 | 4 | 1 | 6 | 7 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 |
| Communication Skills | 11 | 5 | 4 | 3 | 7 | 3 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 0 |
| Gerontology Training | 8 | 2 | 2 | 3 | 7 | 5 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Interest in Older People | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| More than 5 Yrs. Experience | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Licensing | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 41 | 15 | 13 | 19 | 29 | 15 | 0 | 0 | 1 | 0 | 0 | 3 | 0 | 3 | 3 | 0 | 4 | 0 |

N = 146

At area agencies on aging, administrators are required to have graduate degrees and organization, management and communication skills; supervisors need four-year degrees and organization, management and communication skills, and training in gerontology; professionals need four-year degrees and training in gerontology.

TABLE TEN
DISTRIBUTION OF EDUCATION AND EXPERIENCE REQUIREMENTS FOR
COUNTY SOCIAL SERVICES DEPARTMENTS

EDUCATION LEVEL

| OTHER REQUIREMENTS / STAFF LEVEL | Graduate Deg. | | | 4-Yr. Degree | | | Nursing Deg. | | | Professional Degree | | | 2-Yr. Deg. | | | High School | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | S | P | A | S | P | A | S | P | A | S | P | A | S | P | A | S | P |
| 1-2 Yrs. Experience | 0 | 0 | 1 | 0 | 6 | 4 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3-5 Yrs. Experience | 4 | 0 | 0 | 11 | 9 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Organization and Management Skills | 4 | 0 | 0 | 8 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Communication Skills | 4 | 0 | 1 | 5 | 7 | 7 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Gerontology Training | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Interest in Older People | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| More than 5 Yrs. Experience | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Licensing | 0 | 0 | 1 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 12 | 0 | 4 | 26 | 31 | 14 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

N = 91

212 At the county departments of social services, administrators and supervisors need to have four-year degrees and three-five years experience; professionals are required to have four-year degrees and communication skills. 213

# APPENDIX L

## SUPPLEMENTAL INTERVIEWS OF SELECTED SURVEY RESPONDENTS

## SUPPLEMENTAL INTERVIEWS OF SELECTED SURVEY RESPONDENTS

Follow-up interviews were made to respondents to a gerontology questionnaire that was sent in 1975 to New York State institutions. Representatives of organizations serving the aged were spoken with in person and over the phone. The groups include:

| | |
|---|---|
| Departments of Social Services | 9 |
| County/City Health Departments or Committees | 7 |
| Hospitals | 3 |
| Intermediate or health-related facilities | 3 |
| Nursing homes or extended-care facilities | 22 |
| Total interviewed | 44 |

Respondents were selected on the potential size of their staffs and on the basis of their comments on the back of and within the 1975 survey instrument. One executive (Home Aides of Central New York), although not included in the original survey, was interviewed because of the size and scope of the organization.

Only a few hospitals and intermediate or health-related facilities were interviewed because of their undefined patient load. Few specialize in older patients; usually, in a hospital, a department or wing may be devoted to the older patient, but overall the elderly patient does not constitute the bulk of personnel involvement. Respondents claimed that rehabilitation seems to be the only area in which specialization in gerontology is necessary. With respect to the intermediate or health-related facility, comments were so widely dispersed with variable education and experience desired that they could not be considered a stable group from which to draw comments. Many are oriented toward social work and chose this designation on the questionnaire simply because they did not fit into any of the others.

Those interviewed were asked these questions:

1. Will you have the need for additional personnel with a college degree in the near future (within the next three to six years)?
2. About how many persons? For what positions?
3. When might you need them?
4. Do you have staff on hand that you feel might benefit from an independent study program that could lead to a four year college degree with an emphasis on gerontology?
5. How many persons?
6. If such a program were to be offered, how could we reach those who might benefit from it?
7. Do you see growth and opportunity for additional trained personnel in the near future?

Some generalizations may be made from all interviewed:

1. Most pointed out that needing and affording additional personnel were two different things all together. Patient load has increased, particularly with respect to the nursing homes, but budget cuts and/or decreased national/state funding has resulted in cut-backs in personnel, not increased hiring. Few could forecast their needs due to their financial outlook.
2. Respondents felt, however, that they did have staff on hand currently that could use some form of training in gerontology. Most stressed that "experience was the best teacher" and pointed out that whereas nurses and some administrators had to have 100 contact hours of continuing education every two years to maintain certification, most would not go out of their way to obtain additional credits just in gerontology.
3. Thus, almost all focused on proximity of education to the work setting, stressing either in-house workshops or the local community college. They felt that expense, travel and time spent on courses were the three major factors limiting continuing education.
4. Also, few could promise their personnel any type of compensation for courses, either in pay or promotion. They found themselves restricted by budget and uncertain times. Some, largely the county/city health departments, found themselves restricted in hiring better educated personnel by civil service lists. (They must choose the top three on a list.)

5. Seven respondents specifically mentioned the idea of a specialized Master's degree with an emphasis on gerontology, not a four year degree. Specialization seems most important to employers; an overall view of gerontology is helpful but not necessary. County/city health departments pointed out that public health nurses received geriatric training as a matter of course, probably due to their home-visitation programs.

Nursing homes pointed out that social work, "activities," and physical therapy were the three areas they could see opening up in the future. They seemed to focus on specific training with an overall view of gerontology, and that experience would provide the remaining training. (One respondent in this group, however, said that gerontology should be a specialty itself, that now they have to settle on it as "an added attraction.") Nursing homes point out that they have volunteers they count on, not because of their training, but because of their experience and desire to work with the older patient.

County/city health departments especially find themselves restricted by budget. One respondent said, "More and more people will be pulled in this direction (gerontology training) but a four year degree in it is not important -- specialization in a field is."

Departments of social service seem largely to service a wide age group. Experience seems to be the key ingredient here, too, although they mentioned more workshop training currently going on than other types of respondents. One mentioned that all her staff had a B.S. or better, but this was the only respondent who mentioned degrees of current staff to any extent.

Overall, the above five points seem to verify the tabulated results of the questionnaire. The respondents see no real need for emphasizing training in gerontology for they feel such training comes

with experience. The financial situation being what it is, employers would hire specialized people with no training in gerontology over those un-specialized but with an emphasis in gerontology. However, on a Masters level, some academic training in gerontology is a plus. Most of the administrators interviewed were willing to discuss their background, and academic experience varied from no degree to a Masters degree. Most of the higher degrees were in the area of business administration.

## Conclusion

Although there was interest in "training", most of it related to workshop or short-term modes. We were told repeatedly that academic credentials were not important criteria for those below the professional level. More than a B.A. seems to be appropriate for the specialist and administrator. We also found that many agencies make it a point to keep their full-time staff small in number and to augment it with senior citizens who may work part-time or as volunteers.

It would appear that until external pressure in the form of academic credentials for licensing becomes a reality, there is little incentive for an undergraduate degree. There does not appear to be a career ladder nor financial incentive to encourage those presently in the field to have a four year degree.

## Typical Responses to the Seven Interview Questions

1. We need more personnel, not necessarily with a college degree.. could use over-all gerontology training, but need more specific training.
2. Physical therapy and administration are the two top positions.
4. No.
6. It should be local...community college because of the expense.
7. Growth would occur if budget were larger.

1. Yes, need more personnel, but we have no money now.
2. Need specific training with overview of gerontology.
4. No.
6. Education should be local...state colleges are too expensive... we have no time for in-house training.
7. Growth would occur if the jobs were open.

1. Yes, we're getting toward it.
2. Physical and occupational therapy, the specialties are opening.
4. Only about 20.
5. Professionals could use it.
6. It should be local.
7. Yes, it should be a specialty itself...now, have to settle on it as an added attraction.

1. Yes.
2. Directors of nursing and administration will be open in the future.
4. Yes.
6. 100 continuing education credits needed by registered nurses every two years and that's expensive, so it should be local.
7. Can foresee it only in specific training areas with overview thrown in.

2. No available positions for general gerontologists, need specific programs.
6. Need some just extended programs, not necessarily a degree. Some already have it and just need some geriatrics training.

6. It should be in the community college or any other nearby facility.

1. Yes.
2. Nursing and dietary positions will be open soon.
3. I'd like to get everyone into it.
6. The community college would be best.
7. Yes. Our project is growing and tending toward a four year degree.

2. We expect an increase of 30% in all areas -- hopefully in personnel, too.
4. No.
5. The besy way would be through time-off benefits.
7. Yes, this growing field is hung up because of funding.

1. Yes, we will need personnel, but we have no openings now.
2. We'll need social workers and RN's.
4. Yes, especially in nursing.
6. Community colleges or state programs would be best if they could be close.
7. It would be helpful, but usually only for nurses. The rest is from experience.

1. Don't know. We have excellent registered nurses from a degree program and I would take them over new graduates.
7. No.

2. We will need personnel in administration, law and nursing.
6. Proximity is most important.

1. We have too many people for two few jobs right now.
7. Experience is what counts, not training.

4. No. We prefer to have a one month vacation and with additional weeks or whatever for the program, we would get that time taken away from vacation.
7. No.

1. Yes.
4. Yes, they want it, but the expense holds them back.
6. A local college in the area would be best, but we can't promise them any compensation. We do get more with our Masters, however.
7. Most have a degree anyway because they're nurses.

4. Should have in-service courses, that's enough. Experience, after all, is the best teacher.
6. In-service (or in-house).
7. More and more people will be pulled in this direction but a four year degree is not important. Specialization in a field is.

4. Yes. Our public health nursing staff only gets a little of it.
6. In-service post-specialization training would be best because the experience they get is most important.

1. We don't handle that many elderly, really. Most are referred to the rehabilitation wing or a social service organization.

6. By mail.

6. Where your institution and other universities have a decided role in providing education is in the area of administration, wherein it is necessary, in my opinion, to develop a Masters level educational opportunity if there is ever to be the feeling that the nursing home field is doing the job it is supposed to. Please realize that there is not yet an acceptable definition of the practice of nursing home administration, without which you cannot proceed.